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FINAL REPORT

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TITLE: The National Defense Education
Act and second language in-
struction: an American model
for Canada.

DIV: VI Report no. 16



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THE NATIONAL DEFENSE EDUCATION ACT
AND SECOND LANGUAGE INSTRUCTION:
AN AMERICAN MODEL FOR CANADA

Report prepared for
the Royal Commission on
Bilingualism and Biculturalism

R. Whalen
July, 1966



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THE NATIONAL DEFENSE EDUCATION ACT

AND SECOND LANGUAGE INSTRUCTION:

AN AMERICAN MODEL FOR CANADA

Submitted by:

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July 23, 1966.

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BRIEF RESUME OF REPORT

In the first chapter, the motives and organization behind the legislation known as the National Defense Education Act are described. A brief history of language teaching in the United States attempts to explain the climate of opinion in 1958 when the legislation was passed by Congress. The last two thirds of this first Chapter presents the eleven different titles of the legislation, shows their specific intent and details their implementation relevant to the teaching of modern foreign languages in the United States.

The second chapter provides a detailed description of the workings of the Language Institute Program established by Title VI of the NDEA and, since 1964, operating under Title XI. The institutes are first of all presented from an overall point of view. Subsequently the report takes each particular aspect of institute organization and describes it separately. (For a listing of the aspects treated, please refer to the detailed table of contents).

In the third chapter, an attempt has been made to contrast the theoretical organization and operation of language institutes with the reality as witnessed by the writer during visits to four selected NDEA institutes in the summer of 1965. The method of studying the institutes was described and the reasons for choosing to visit these particular institutes were established. The specific aims and their implementation at each institute was described. Then selected aspects of Institute operation

were selected for comment. The author commented all the different aspects of an Institute: administration, formal program, informal program, role of the director, role of the faculty, and the effect of the institute upon the host institution. Finally a series of conclusions were stated concerning the efficiency of the language institute organization in the context of its aims.

The final chapter is essentially a series of thirteen recommendations for the creation in Canada of a National Office of Language Development to promote, co-ordinate, and evaluate a series of measures which in the opinion of the writer are necessary and feasible for a proper development of the second national language in our country.

ACKNOWLEDGEMENTS

It is my privilege to express here my sincere appreciation to all those who helped in any way in the preparation of this report.

First of all a statement of appreciation to Dean R. J. Love, Director of the Summer Session at the University of New Brunswick and to Dr. W. A. G. McAndrew, Head of the Department of Romance Languages at the same institution who gave permission for me to absent myself from the University at a busy period of the year so that I might undertake the institute visits and interviews on which this study is based.

To the directors and faculty of the four NDEA institutes visited, my sincere thanks for the time, hospitality and valuable documentation they so generously gave me during my visits.

To Dr. James Spillaine of the Office of Education staff in Washington, to Dr. Robert Lado of Georgetown University and to Miss Serarpi Ohanessian at the Centre of Applied Linguistics also in Washington the author wishes to express his appreciation for their advice.

In New York the staff of the Modern Language Association of America was most hospitable and informative. Special thanks are due to Mr. André Paquette, Dr. Kenneth Mildenberger and Dr. Donald Walsh.

My gratitude also goes to my colleague, Professor Gerald Ferris, Department of Romance Languages, University of New Brunswick who read this report in the draft version and gave very useful advice.

To Professor Blair Neatby of the Research Division of the Royal Commission on Bilingualism and Biculturalism and also supervisor of this project, my compliments on never once becoming abusive with the

author who is submitting this report five months late. (Mea culpa!)

To my wife, Claudia, whose good humor and encouragement were as necessary to this report as to all other endeavors of my life, my love.

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CHAPTER I

The National Defense Education Act and its Effect on Modern Foreign Languages in the U.S.A.

HISTORY AND PURPOSE OF THE LEGISLATION

On September 2, 1958, the American Congress passed the National Defense Education Act. This act was extended in 1962, 1963 and again in 1964. The new legislation of the NDEA in 1964 not only extended the act for a three year period but also gave its program a vastly increased scope and reflected a major policy change on the part of the administration. During the seven year period from 1958 to 1964 the American Federal Government spent nearly 1.1 billion dollars on the combined programs of this act, (see appendix 1).

In his recent evaluative study of the NDEA act Professor John Diekhoff summarizes the change in its legislative amendments:

"The NDEA in 1958 was an emergency measure, then concerned with the direct relevance of education, particularly of certain specified subjects, to the National Defense. The title of the Act, the designation of curriculum areas of mathematics, sciences, and modern foreign languages as areas in a state of imbalance, the assertion of the President in his message, and the statements of many who testified in favour of the Act all said so.

In October 1964 the Congress extended NDEA, ... authorized much larger sums for appropriation during the three year extension, and added five subject areas eligible for NDEA support, English, Reading, Civics, Geography, and History ...

The Congressional Action of 1964 which changed the nature of the Act, indicates a new view of its purposes, ... Direct relevance to defense is obviously no longer the criterion for the selection of categories for aid. Congress might well have changed the title to the National Interest Education Act...

It can hereafter be regarded as a means toward The Great Society, as a means of enhancing the quality of American life, as well as a means of national security." (1)

It will be seen from the above quotation that modern foreign languages is one of the original "areas of imbalance" which this Act sought to correct. By 1950 modern foreign languages were the neglected children of academe in the United States. Why in 1958 they should rate a special Act of Congress was a mystery to many. Many foreign language teachers themselves were somewhat unbelieving at finding their discipline classed with such twentieth century prestige subjects as science and mathematics, the other two areas of imbalance.

LANGUAGE STUDY IN USA BEFORE NDEA - EARLY TWENTIETH CENTURY

The history leading up to the NDEA commitment to foreign languages in 1958 is well detailed in William Riley Parker's "The National Interest and Foreign Languages". (2) The steady decline of

(1) John S. Diekhoff, The National Defense Education Act and Modern Foreign Languages in the United States, Modern Language Association of America, New York, 1965, p. 9.

(2) William R. Parker, The National Interest and Foreign Languages (third edition) U.S. Govt. Office Printing Office, Washington, 1961.

foreign language teaching in American secondary schools is indicated by the table of enrolment statistics from 1915 to 1949 which Parker provides. (See Appendix II) During the first half of the twentieth century in North America there was first of all an increase in language teaching followed by a long decline. At the end of the nineteenth century and in the beginning of the twentieth, the study of modern foreign languages in the United States high schools increased. Those languages most often studied were French, German and Spanish, although French and German were far the most popular until the Second World War when German declined almost to the point of not being taught at all.

REASONS FOR DECLINE IN LANGUAGE STUDY

From 1922 on there seemed to be a steady decline. The factors for this were as follows:

1. A democratization of the high schools resulted in a much broader representation of American society acquiring a high school education. This caused a change in curriculum from one designed for the college-bound student to one which was expanded to include new subjects such as health, civics, and social studies. It was felt that these new studies would be more suited to the diversified milieu that the high schools now represented. To make place for these new studies older disciplines such as modern languages began to give ground. The colleges and universities generally required languages for admission, and in the past this had been the main justification for their inclusion in the high school curriculum.

With the new high school curriculum emphasizing preparation for "life" rather than college, serious attention to modern foreign languages appeared to many educators unwarranted.

2. Some new theories in education implied that small value could be obtained from language study in the context of monolingual America.⁽¹⁾
3. The teachers of the modern foreign languages in the schools were also responsible for the decline in language study. They largely restricted their teaching to the "grammar-translation method", rejecting involvement with the Direct Method which had been known and practiced in Europe since the end of the nineteenth century.⁽²⁾

THE PERIOD BETWEEN THE WORLD WARS - (Carnegie Report)

In the period between the wars policy for language teaching was shaped by the influential Carnegie-financed Modern Foreign Language Study. Professor William Mackey speaking before the Canadian Teachers Federation Seminar (1963) on the teaching of modern languages repeated the policy statement of the Carnegie Study, a policy which largely shaped the teaching of modern foreign languages in America for many years.

"Since most pupils waste their time in trying to achieve the impossible in a two or three-year language course, it is better to try for something attainable, namely, a limited reading knowledge of the foreign language. This might be attained through the use of replacement texts, word counts,

(1) Parker, p. 89.

(2) W. F. Mackey, "Today's Demands in Modern Language Teaching" in Teaching Modern Languages published by the Canadian Teachers' Federation, Ottawa, 1963. p. 23.

syntax and idiom lists - all aimed at definite standards of achievements."⁽¹⁾

WORLD WAR II - THE ARMY METHOD

This method prevailed in language teaching until the second World War when it became important for the United States armed forces to have within their number men with a knowledge not only of the foreign language but also of the foreign culture. The kind of language knowledge required was not limited in this case to an ability to read and write. Indeed the ability required here was especially in speaking and understanding. The American armed forces developed a program to train people to become competent in the language and the culture of different foreign countries. This became known as the Army Specialized Training Program (ASTP) and the success of this "crash" program was such that there was:

1. a public reaction against the method then being used to teach foreign languages in the schools and universities of the country,
2. a demand that similar achievement be attained in the teaching of modern foreign languages to civilians. The impact of the so-called "army method" was more in the nature of a stimulant than a model.

"One effect of the war time language centres was a post-war attempt by schools and colleges to imitate their work. But in the vast majority of cases this proved drastically impossible since the motives could not

(1) Mackey, p. 24.

be so urgent and the classes so small; nor could the students' full time be devoted to language learning."⁽¹⁾

Although the ASTP experiment had proven to the American people (1) that modern foreign languages were of strategic interest to the nation and (2) that high standards of proficiency in a second language were possible, there was not a dynamic follow-up to this example by the members of the modern language teaching profession in America.

"Nowhere in educational circles did anyone in authority propose that we now follow European example or learn the main lesson taught by the "army method", and allow sufficient time for language study to make its results meaningful."⁽²⁾

THE EARLY 1950'S

In the early 1950's there were winds of change blowing. A need for a type of language instruction which would emphasize the speaking and listening skills was making itself felt among the general public (3) and also on the level of officialdom. The May 1952 statement of the then U. S. Commissioner of Education, Earl J. McGrath has since been taken as a kind of manifesto from American government announcing its intention to subsidize a renaissance in modern foreign language teaching.

"For some years I unwisely took the position that a foreign language did not constitute an indispensable element in a general educational program. This position, I am happy to say, I have reversed. I have now seen the light and I consider foreign languages a very important element in general education. Only through the

(1) Mackey, p. 25.

(2) Parker, p. 92.

(3) Ibid., p. 93.

ability to use another language even modestly can one really become conscious of the full meaning of being a member of another nationality or cultural group. It is in our national interest to give as many of our citizens as possible the opportunity to gain these cultural insights."⁽¹⁾

This involvement of the federal authorities in education through the U. S. Office of Education had already begun in areas touching the national interest. In World War Two the federal government used American college and university resources for the war effort. An example of this in the field of modern languages was the ASTP. Following the war it became clear that if the American government was to continue to sponsor research in science and mathematics for defense purposes, there would have to be some involvement on the part of the U. S. Office of Education in the teaching of these disciplines. This was the official attitude behind the creation of the National Science Foundation and it was from this body, that the institute idea emerged. Federal science institutes were first available for American science teachers in 1953. Today this program has a forty million dollar annual budget. ⁽²⁾

THE MLA FOREIGN LANGUAGE PROGRAM

It was also in the early 1950's that the Modern Language Association began to develop their Foreign Language Program project under grants from the Rockefeller Foundation which totalled \$235,000.⁽³⁾ It is interesting to note that the two men who were first in charge

(1) Parker, p. 93.

(2) Figure quoted by Kenneth Mildenberger (former head, Language Development Branch, U.S. Office of Education) in an interview with the author in New York, September, 1965.

(3) Parker, p. 10.

of this project later became in turn head of the NDEA language program. These men were William Riley Parker and Kenneth W. Mildenberger. The purpose of the MLA foreign language program is stated by John Diekhoff in his study of the NDEA and its relation to modern foreign language teaching in America.

"The purpose of the MLA Foreign Language Program ... was to encourage the study of foreign languages throughout the American school system - in elementary schools, in secondary schools, in colleges and universities - and to improve its quality." ⁽¹⁾ This group was also very anxious to give a sense of purpose to the divided profession of modern foreign language teaching, and also to assess the state of language instruction throughout the country. As Parker points out in his study the synchronization of the end of this foreign language program under the sponsorship of the Modern Language Association with the beginning of the NDEA era was rather remarkably timed. In 1958 modern foreign languages seemed at long last to be leading a charmed life since support from the Rockefeller Foundation ended on August 31, and President Eisenhower signed the NDEA Act on September 2. In an interview in early September of 1965 Dr. Mildenberger stated to the author of this report that his six years of experience in the MLA's program was invaluable to him when he took his post in Washington. In one of his written reports, W. R. Parker states the same opinion. It is obvious that these first two directors of the NDEA language development program went to their tasks with a thorough understanding of the state of language teaching

(1) Diekhoff, p. 1 - b

in the country as well as a consensus of opinion from the most forward-thinking and most active members of their profession.

1958 - THE NDEA ACT

The 1958 NDEA Act was a recognition by Congress of the importance of human resources in modern foreign languages in order for the United States to meet its world leadership role. ⁽¹⁾ The intention of Congress was partly to improve the teaching of the standard western European languages in the schools, but it was also to improve the competency of existing foreign language teachers and to improve the curriculum offered student teachers. Moreover in view of the newly important role of foreign languages in social and political communication, there was to be a new emphasis on listening comprehension and speaking. A set of desiderata was drawn up to allow modern foreign language teaching in the country to achieve these goals. On the basis of these the titles affecting the teaching of foreign languages were incorporated into the NDEA Act.

To place in its proper frame of reference the particular subject of this report, namely the NDEA Language Institute program, it is necessary to examine the various titles of this act so as to indicate those relevant to language study and, in particular, the one which established the Institute program.

As the act now stands after its 1964 revision it has eleven titles or sections. In the following listing of titles we

(1) Theodore Andersson, "The Faces of Language", in The Graduate Journal, Vol. VI, no. 2 (Fall) 1964, University of Texas, Austin, p. 308.

shall indicate not only the intent of each of them but also the changes which the 1964 amendments brought about.

TITLE I - General Provisions

Section 101, first under this title is a brief statement of the intent of the whole act. Phrases such as "the security of the Nation" and "the present emergency" and also "the defense of this Nation" (1) would seem to indicate a continuing preoccupation with the rationale which in 1958, put the word defense in the title of this act. As has been pointed out earlier, however, the increased scope of the 1964 legislation would seem to reveal more preoccupation with the Great Society within the country than a foreign society without. Obviously the one does not preclude the other, but it is certain that the memory of Sputnik has somewhat faded, and that the word Defense does not have the relevance in 1966 in the minds of officialdom that it had in 1958.

Although Section 101 states that "the national interest requires that the federal government give assistance to education for programs which are important to our defense", Section 102 quickly follows with a statement of a federal hands-off policy in education. (2)

TITLE II - Loans to Students in Institutions of Higher Learning

The 1958-59 budget for this title was \$47,500,000. There has been a continuing increase in budget appropriations over the years and the budget appropriation for the fiscal year ending June 30th, 1968 is to

(1) National Defense Education Act of 1958, as amended by the 88th Congress, U.S. Government Printing Office, Washington, 1964, p. 16.

(2) NDEA Act, p. 17.

the amount of \$195,000,000. There was a considerable increase after the 1964 amendment when the individual loan ceiling for graduate and professional students was increased from \$1000 to \$2500 per year. It should be pointed out however that while the writer of this report does not have the relevant statistics, it is probable that something in the order of twenty to twenty-five percent of these bursaries go to students in fields of mathematics, science and modern languages. Therefore one might imagine that the percentage of students receiving loans for study in modern foreign languages would be something in the order of five to eight percent.

TITLE III - Financial Assistance for Strengthening Instruction in
Science, Mathematics, Modern Foreign Languages and Other
Critical Subjects

Perhaps the first thing to note here is that the inclusion, in 1964, of the expression "other critical subjects" was an extension of NDEA assistance to English, reading, history, geography and civics.

Federal-State Matching Grants for Capital Expenditure

Aid to modern foreign languages under this title has come in the form of direct financial assistance on a matching-grant basis between Federal and State governments. First of all this has been used to strengthen instruction in secondary schools. The construction of language laboratories, the remodelling of buildings to accommodate such laboratories or indeed any other new equipment approved for the teaching of modern foreign languages may be approved for grants.

Other types of audio visual equipment and realia may also be approved for purchase on a matching grant basis. The 1964 amendment while increasing the number of subjects available for grants under Title III, has also increased annually the amount budgeted from \$70,000,000. for the fiscal year 1965 to \$90,000,000. for 1968.

As an example of just how much effect these grants have had, consider the figures on the increase in language laboratory installations in the schools during the NDEA era. In 1958 there were approximately sixty language laboratories in the secondary schools of the United States. In 1966 it is estimated there will be nearly seven thousand. ⁽¹⁾ This would mean that approximately one-fifth of the American high schools are equipped with such installations. It has already been mentioned that language laboratory installations are only one of the ways in which Title III offers direct financial assistance to strengthen instruction in secondary schools. To provide an idea of the scope of the activity under this aspect of Title III Professor Diekhoff gives us a breakdown of the expenditures for the state of Washington, fiscal year 1964, under this title. (See Appendix III)

Subsidization of State Foreign Language Supervisors

Another aspect of Title III is the subsidizing of the post of Foreign Language Supervisor in the different state offices of education. This is under a separate budget quota authorized for supervisory and related services as well as administration. In 1959 this budget amount was \$5,000,000. but in the period from 1965 to 1968 inclusive, an amount

(1) Figures given to author by Kenneth Mildenerger (former Head of USOE's Language Development Branch) during an interview in New York, September, 1965.

of \$10,000,000. has been budgeted. Appendix IV of this report provides the suggested qualifications for State Foreign Language Supervisors which have been drawn up by the Modern Language Association of America. Item 6 of this list of qualifications also elaborates on the duties of the supervisors. Here we see that it is intended that they should have "the ability to assist teachers in the State with information and advice on specific foreign language matters, such as teaching materials for elementary and secondary modern foreign languages, aural-oral presentation of language material in the class, drill techniques, the effective utilization of audio-visual equipment and materials for language practice; and to assume responsibility for leadership in workshops, local institutes, class demonstrations and personal and group conferences."

In 1958 not more than five states had a Foreign Language Supervisor. Today at least forty states employ such people. Although the salaries of these supervisors is shared on a matching grant basis by the State and the Federal governments, the cheque received by the supervisor is from the state Office of Education. In the opinion of Professor Diekhoff these state foreign language supervisors are curiously underpaid at the present time. "The not uncommon salaries of seven to eight thousand dollars a year can hardly be expected to attract and hold the ablest people. The job should be reclassified, where it is underpaid, in terms of its importance and difficulty and commensurate salaries should be assigned to it." (1)

(1) Diekhoff, p. 142.

The state supervisors of foreign languages have organized their own national council and in the spring of 1965 in Washington a one-week conference was held with the state paying the expenses of its foreign language supervisor to attend.

The state supervisors are fiscally responsible to Washington and because of this they send financial reports to Washington, but are instructionally responsible to the state Department of Education. They are appointed in accordance with the state hiring practices and are paid according to state civil service salary schedules.

TITLE IV - National Defense Fellowships

The purpose of the fellowship program is two-fold: (1) to assist in the training of college and university professors and (2) to strengthen graduate school facilities. The latter is accomplished by promoting the creation of new programs in existing graduate schools and assisting in the development of new programs where they do not already exist or where they only exist in embryo form. This tendency of limiting grants to new and expanding programs has had its disadvantages as Professor Diekhoff points out in his report. "Surely in a program of which a major purpose is to produce college teachers, fellowships should be available for study in the strongest departments of the best universities whether or not those departments are expanding their programs." (1)

Under the terms of this act in addition to the fellowship granted (1) Diekhoff, p. 71.

to the graduate student (normally grants of \$2000. - \$24000. plus \$400. for each dependent), the university which the student attends also receives a grant of \$2500. per academic year less any tuition that it may require of the student. These Title IV fellowships are renewable up to three years. Only exceptionally have fellowships of one or two years been granted.

The 1964 amendment of the NDEA Act in this title granted three thousand fellowships in 1965 (previous to this there had been fifteen hundred per year granted except in 1959 when there were one thousand). In 1966 a total of six thousand will be awarded and in 1967 and 1968 seventy-five hundred will be granted. ⁽¹⁾ The majority of these fellowships would of course not be awarded in the field of modern foreign languages. The act specifies only one subject, divinity, which is excluded from government subsidy by fellowship. ⁽²⁾

TITLE V - Guidance, Counselling and Testing; Identification and Encouragement of Able Students

This program has not had great relevance to foreign language instruction in the United States, which is not to say that it necessarily must or should be this way. Speaking in 1961, Parker said that until that time there had been no evidence that the administrators of Title V had used the potentiality of this program for leading American youth into foreign language study. ⁽³⁾ He does mention however that one official of Title V did co-operate in the

(1) NDEA Act, p. 5.

(2) Ibid., p. 29.

(3) Parker, p. 11.

production of an Office of Education bulletin in 1960 titled Modern Foreign Languages: a Counsellor's Guide. He goes on to imply that indeed it is possible that students have been counselled not to undertake extensive programs in foreign language study. (1)

The 1964 amendments to Title V increased budget authorization from \$17,500,000. to \$24,000,000. in 1965 to become \$30,000,000. in 1967 and 1968. The guidance counselling and testing program will be extended to elementary grades, on the basis that early identification of aptitudes and abilities in pupils and the possibility of motivating gifted children require a type of guidance at the elementary level. There is also, during the period 1965 to 1968, an expanded program in the training institutes for guidance and counselling officers.

TITLE VI - Language Development

This is the title under which the language institute program has functioned until 1964. In 1964 one new title was added to the NDEA Act. This was Title XI - Training Institutes, and the language institute program formerly under Title VI was then classed under Title XI. The language institute program will be discussed below when Title XI is discussed.

Title VI, however, also had three other major programs for language development, which it retained under the 1964 amendment. These are: (1) a research program, (2) a language and area centres program, (3) a fellowship program.

(1) Parker, p. 11.

Research Program Section 602 of the Act reads:

"The commissioner is authorized, directly or by contract, to make studies and surveys to determine the need for increased or improved instruction in modern foreign languages and other fields needed to provide a full understanding of the areas, regions, or countries in which such languages are commonly used, to conduct research on more effective methods of teaching such languages and in such other fields, and to develop specialized materials for use in such training, or in training teachers of such languages or in such fields." (1)

Although the phrase "directly or by contract" implies that research may be carried out by the staff of the Office of Education directly or by contracting with outside scholars, the choice has been overwhelmingly in favor of the latter. Professor Diekhoff raises an interesting point here when he points out in his study that perhaps it would be more advantageous in the long run if a hard core of research officers were permanently employed by the Office of Education. Elsewhere, however, he states the advantage of the outside contract, implying that the involvement of the modern languages teaching profession in this research has been a means of directly associating it with the whole NDEA idea.

The NDEA Language Development Program published in 1963 a pamphlet entitled Completed Research, Studies and Instructional Materials. In it they list the projects undertaken under four headings: 1. Studies and surveys

(1) NDEA Act, p. 24.

2. Methods of instruction
3. Specialized materials for commonly taught languages
4. Specialized material for uncommonly taught languages (1)

Studies and Surveys

"During the first five years of the research program, sixty contracts totalling \$1,917,860. were made for studies and surveys related to the growth and improvement of language education in the United States." (2)

One important research project which is carried out annually under the studies and surveys clause in this title of the act has been the evaluation of the NDEA institute programs. These evaluations have been carried out by modern foreign language specialists, usually college professors or well-known secondary specialists, and in this way the foreign language teaching profession has been kept involved in the institute program in one of its most strategic aspects. The word "strategic" applies well since the evaluations were used as guides as to whether or not a given institution should be awarded another institute in a succeeding year. More will be said about the institute evaluation program in Chapter 2 of this report. In the third chapter of his report Professor Diekhoff queries the fact that the research program itself has not been subject to systematic evaluation. His conclusion is: "It should be." (3)

Methods of Instruction

With respect to research in methods of instruction, "From 1959 through 1963 there were thirty-one contracts for research in methods

(1) Diekhoff, p. 24.

(2) Ibid., p. 45.

(3) Diekhoff, p. 48.

of teaching modern foreign languages under Title VI at a cost of \$1,741,677. In general this research has fallen into three categories: 1. the place of languages in a school curriculum

2. the teaching-learning process

3. language learning equipment." (1)

Specialized Materials for Commonly Taught Languages - Text Books

Most Canadian language teachers over the past few years have discovered the AL-M materials for the teaching of French, German, Italian, Russian and Spanish for the high school level. This AL-M method is one which was developed under Title VI of the NDEA Act. The Canadian Teachers' Federation seminar on the teaching of modern foreign languages held in November 1962 asked itself - among other things - what needed to be done about textbooks. Number 1 among the recommendations which they made concerning the choice of foreign-language textbooks for schools reads as follows: "texts should be consistent with the audio-lingual approach." (2) The need for an audio-lingual approach expressed officially in 1962 by the Canadian teachers was one which had been expressed in the late fifties by their American counterparts. It should be noted however that the type of program which the AL-M method brought to the secondary schools was not the invention of the AL-M authors. The principles had been established before by the work which the American Council of Learned Societies had sponsored in the uncommon and neglected languages and also by the textbook Modern Spanish which was commissioned by the MLA Foreign Language Program. In addition

(1) Diekhoff, p. 49.

(2) "What needs to be done about Texts, Testing, and Teacher Training?" (recommended from Group Discussions) in Teaching Modern Languages, Canadian Teachers' Federation, Ottawa, 1963, p. 165.

the experience of the Army Specialized Training Program was obviously a model here. (1)

What AL-M did offer was a carefully structured four year program in five of the most commonly taught languages in the United States. This program was also one which was geared to bring along the speaking and listening comprehension skills rather than concentrating more or less exclusively on reading and writing as most of the existing programs did. The Office of Education hoped - and they were right - that this series of textbooks would stimulate publication of similar textbooks by commercial publishing houses. It is perhaps worth noting, however, that some commercial publishing houses were already embarked on such ventures.

Specialized Materials for Commonly Taught Languages - Testing

It was also under Title VI that the Modern Language Association's program for the development of test material in the commonly taught languages, and also for the development of tests to determine the language proficiency of teachers, was undertaken.

A. The Foreign Language Proficiency Tests for teachers and advanced students are now more and more widely used throughout the United States as a means of ascertaining the proficiency of teachers of foreign languages now holding positions, and especially of those teachers who are entering the profession. Since these tests are used in the Language Institute programs, comments on their development and use will be reserved for the chapter dealing with institutes. We might

(1) Diekhoff, p. 52.

note here however, that the need for such tests which would provide an effective means of determining the competency of language teachers and set a standard for the profession had long been felt. (1)

B. The Modern Foreign Language Tests

Under the provisions of the National Defense Act, Title VI and as a co-operative project of the MLA, the Educational Testing Service in Princeton and the United States Office of Education, these tests in French, German, Italian, Russian and Spanish were designed for use in secondary schools and colleges. They measure the four skills: listening, speaking, reading and writing. Those Canadian universities who had not had the occasion to use them before did so in the fall of 1964 during the national survey of ability in French of entering college freshmen carried out by the Royal Commission on Bilingualism and Biculturalism (Educational Research Division).

Specialized Material for Uncommonly Taught Languages

"During the first five years of this program a total of \$5,197,599. was expended for 119 projects in neglected languages. Now, largely as a result of NDEA support (but also through the continued activities of the Ford Foundation and other foundations), teaching materials are available or under development in scores of languages." (2)

(1) "Qualifications for Secondary School Teachers of Modern Foreign Languages" in The Bulletin of the National Association of Secondary School Principals, Nov. 1955, Vol. 39, No. 214, p. 1 - 4.

(2) Diekhoff, p. 58-9.

LANGUAGE AND AREA CENTRES

Programs under this aspect of Title VI are probably the nearest thing which American higher education now has to the Army Specialized Training Program of World War II. In the centres program it is not merely a question of linguistic competence although that is also implied, but is rather a broad-base study of the society involving a knowledge of its history, its geography and the culture (the latter understood in its anthropological sense). The language and area centres program was established especially to encourage the study of the uncommonly taught languages and the areas in which these languages are spoken. Because of the specialized nature of the instruction in these centres the majority of them have been graduate schools. However many of the students enrolled, particularly those who are at the centres on a part time basis, have been undergraduates.

Professor Diekhoff in his report makes the suggestion that perhaps there should have been some area study in common languages.⁽¹⁾ Of course many of the existing university programs in the commonly taught languages do emphasize selected aspects of the culture and history of the countries where these languages are spoken. Nevertheless, there are very few traditional departments of language study on the college or university level which have anything approaching the broad base offered in an area study program. And "culture" courses are almost never understood in their anthropological sense, but rather in their aesthetic sense.

(1) Diekhoff, pp. 103 ff.

A statement of the commitment of the NDEA to this program can be found in the article by Arthur Harris which accompanies the 1964 amendment of the act.⁽¹⁾

Title VI Fellowships

The statement of the act implies that individuals undergoing advanced training in modern foreign languages will be awarded stipends while they are studying this language or "other fields needed for a full understanding of the area, region or country in which the language is commonly used."⁽²⁾ In the period from 1958 to 1963 inclusive approximately \$16,000,000 was expended for 1074 fellowship awards in modern languages. Title VI fellowships have been awarded almost exclusively in the non-Western languages, Spanish alone being the exception here.⁽³⁾ In contrast to the Title IV fellowships, those under Title VI are for terms of one year although they may be renewable up to three years. The Title IV fellowships are granted in the first instance for a period of three years. Unlike the Title IV fellowships the Title VI stipends do not carry with them grants to the universities where the scholar elects to study.

TITLE VII - Research and Experimentation in More Effective Utilization of Television, Radio, Motion Pictures and Related Media for Educational Purposes

Range of Studies

The studies which have been authorized under this title

(1) NDEA Act, p. 11.

(2) Ibid., p. 33.

(3) Diekhoff, p. 78.

cover a wide range of topics and are not exclusively concerned with languages or language study. The following is a list of some projects which have been done under this title and which will give some idea of the type of study which has been sponsored here in relation to language teaching:

1. "A comparative evaluation of two modern methods for teaching a spoken language."
2. "Experiments with the applications of the audio visual and automatic devices to the teaching of French."
3. "Factors within the program of a teaching machine which influence foreign language learning."
4. "The construction and evaluation of a self instructional program in Russian."
5. "A comparison of four variations of language laboratory instruction in beginning French."⁽¹⁾

Materials List

The Office of Education also authorized in 1962, under Title VII, the Modern Language Association of America to prepare a selective list of materials. This selective list is currently being kept up to date by the Modern Language Association under grants from the Carnegie Foundation.

(1) Diekhoff, p. 51.

However the original publication was of vast importance to the foreign language teachers of the country making available to them a reference list of materials both in print, on record, and on film.

More than \$24,000,000 had been authorized for expenditure on this title by 1964. This expenditure had been largely for 262 research projects undertaken by 122 institutions and agencies in forty-one of the states⁽¹⁾

TITLE VIII - Area Vocational Educational Programs

TITLE IX - Science Information Service

Neither of these two titles have any relevance to Modern Foreign Languages.

TITLE X - Miscellaneous Provisions

The majority of the sections of this act deal with the general administration of its different titles. One alone seems of significance to us for language instruction, section 1009 entitled "Improvement of Statistical Services of State Educational Agencies".

In the years 1958 to 1964 inclusive the Federal Government spent 7.8 million dollars / \$7,800,000. under Title X "to improve the adequacy and reliability of educational statistics and the methods of collecting, processing and

(1) NDEA Act, p. 11.

disseminating such data."⁽¹⁾ In the section of his report dealing with recommendations for future NDEA programs, Professor Diekhoff would seem to imply that this amount of money on statistical research has not been adequate or has not been well spent. "The Department of Health, Education and Welfare should seek and the Congress should provide funds adequate to make the USOE what it in part purports to be: a gathering place and clearing house of information about American education."⁽²⁾

TITLE XI - Institutes

Title XI was added to the Act in 1964. Until 1964 the Language Institute program had been operated under Title VI, Section B. As of 1964 it was incorporated into the new Title XI. For the fiscal years (ending June 30th) of the period 1965 to 1968 inclusive, \$32,750,000. was authorized for this Title XI Institute program. Such Institutes are operated by institutions of higher education either in short term or academic year session to offer advanced study to individuals:

1. "who are engaged in or are preparing to engage in teaching, or supervising or training of teachers, of history, geography, modern foreign languages,

(1) NDEA Act, p. 12.

(2) Diekhoff, p. 191.

- reading, or English in Elementary or Secondary Schools,
2. who are engaged in or preparing to engage in the teaching of disadvantaged youth ...
 3. who are engaged as, or preparing to engage as, library personnel in the Elementary or Secondary Schools, or as supervisors of such personnel, or
 4. who are engaged as, or are preparing to engage as, educational media specialists."⁽¹⁾

"The Institute Section, USOE, reports that during the first five years of the program there were three hundred and one institutes with combined enrolments of 15,617, at a cost of \$25,897,049. Of these Institutes, two hundred and seventy-six with enrolments of 15,051, were short-term summer institutes; the rest were conducted during the regular academic year. Institutes for Secondary School teachers enrolled 13,398 people; Institutes for Elementary School teachers enrolled 2, 219."

"Since 1960, the program has also supported higher level institutes for advanced training in the several skills necessary to a foreign language teacher, most of them overseas ... There have also been institutes for teachers of English as a second language, for which authorization was

(1) NDEA Act, p. 43.

given in a 1963 amendment of the Act." This then is the scope of the Institute program in Modern Foreign Languages which the next chapter will study in detail.

Summary and Conclusions

From the foregoing, it will be seen that Title XI which authorizes the Language Institute program is only one of the titles of the National Defense Education Act concerned with the teaching of Modern Foreign Languages.

In studying the Language Institutes this report will also indicate how their success is to a marked extent dependent upon clauses which are written into other titles, notably Title III, Title IV and Title VI. It will be seen that all of the titles of the NDEA Act, with the exception of VIII and IX, have considerable relevance for the teaching of foreign languages. Consequently, any attempt to assess the effectiveness of the Language Institute program in the United States or to appraise its usefulness as a model for Canada, must consider those other aspects of the NDEA Act which have contributed immensely to the success of the Institute program.

(1) Diekhoff, p. 116.

CHAPTER II

The Language Institute Program

STATISTICS

"During the first five years of the program 301 institutes were operated with combined enrollments of 15,617 costing the American government \$25,897,049. Of these institutes, 276, with enrollments of 15,051, were short-term summer institutes; the rest were conducted during the regular academic year. Institutes for secondary school teachers enrolled 13,398 people. Institutes for elementary school teachers enrolled 2,219."

"Since 1960, the program has also supported higher level institutes for advanced training in the several skills necessary to a foreign language teacher, most of them overseas. During the years 1960-63 twenty-seven such institutes had combined enrollments of 1,766 people, 1,527 in overseas institutes."⁽¹⁾

TEMPORARY NATURE OF INSTITUTES

1966 will be the eighth year in which the Language Institute Program has been operating under the NDEA Act. These institutes were intended to be retraining periods for those teachers already in the profession or about to enter it. Originally it was felt that this retraining program would last over a limited number of years, for it was hoped that teacher training institutions, colleges and universities would recognize the existence of the institutes as a blot on their academic scutcheon, and would consequently change their foreign language instruction so as to

(1) Diekhoff, p. 116

make the institute program unnecessary. By 1964 nearly 20,000 American teachers of foreign languages in the elementary and secondary schools had been retrained under the institute program. This means that a great percentage of the profession has already gone through these institutes. One must also remember that there are many active members of the profession who would not need institute programs. It has often been stated that the institute program will not be terminated until the colleges, universities and teacher-training institutions decide to take upon themselves the responsibility of preparing adequately trained and competent teachers--not only for the elementary and secondary levels but for the collegiate level as well. Some modern language teachers--pessimistic perhaps--would reply to this: "Then, the institutes are permanent."

The 1965 Institutes:

In 1965, NDEA institutes included:

"--65 summer institutes in the United States for elementary and secondary teachers of Spanish, French, German, Italian, Chinese, Japanese and Arabic."

"--14 summer institutes abroad for elementary and secondary school teachers of Spanish, French, German, Russian, Chinese and Modern Hebrew."

"--4 summer institutes in the United States and Puerto Rico for elementary and secondary school teachers of English to pupils for whom it is not the mother tongue."

"--1 academic year institute for elementary and secondary school teachers of Russian."

"--3 summer institutes for undergraduates who have completed the junior year and who demonstrate high potential of becoming successful elementary or secondary school teachers of French, Spanish or German."⁽¹⁾

General Organization of Institutes

Basic Types

These language institutes are of two basic types: a long-term program running through the academic year which accounts for only a few institutes; and a short or summer-term institute which has been by far the most common.

Terms Offered to Participants

Any teacher, supervisor, or trainer of teachers of modern foreign languages or of English as a second language in the elementary or secondary schools of the country, whether public or non-profit private schools, are eligible to attend these institutes. There are no tuition fees for the students or "participants" as they are called. In addition to the remission of tuition fees they receive a stipend of \$75 per week plus \$15 per dependent. Until 1965 this applied only to public school teachers. Since 1965, however, private school teachers as well have qualified for stipends.

The Establishment of an Institute

The administrative structure of the program has been under the U. S. Office of Education, the Commissioner of Education, in the Division of College and University Assistance under the Language

(1) NDEA Institutes for Advanced Study, pamphlet OE-56019, U. S. Department of Health, Education and Welfare, Washington, D. C., 1965, pp. 1-2.

Development Branch. In this branch there is a Director who has the responsibility for the Language Institute Program. His office takes the initiative in inviting accredited colleges and universities to express their interest officially, and to contract with the USOE for an institute. This formal expression of interest on the part of universities and colleges originally was renewed annually. From 1959 on however the Registration of Interest form became permanent for the duration of the act unless the college or university wrote to advise the USOE to the contrary. This Register of interested institutions was in no way exclusive, and institutions not previously registered under the act may still do so. All institutions so registered agree to keep the USOE informed of any changes within their institutions which might affect the efficiency of an institute program that they would propose.

After a formal registration of interest an institution makes a formal proposal to the USOE, the purpose of which is to acquaint the government with the "nature and scope of the suggested institute"⁽¹⁾. The submission of this proposal implies no obligation to either party.

There are a number of rules made by the USOE surrounding the awarding of institutes. An institution may propose either (1) a summer institute or (2) an academic-year institute or (3) both of these. An institute may be designed to teach one language or two languages, although in reality the majority of institutes are awarded for one language. Any institution may submit more than

(1) National Defense Language Institute Program, A Manual for Participating Institutions, Pamphlet OE-27006-64, U. S. Department of Health, Education and Welfare, Washington, 1964, p. 2.

one proposal in a given year; for example, the Department of Slavic Studies may submit a proposal for Russian and the Department of Modern Languages may also submit one in German, but "a contract will be awarded for the conduct of only one language institute at that institution at a given time".⁽¹⁾ The submission of proposals must be made according to the guide lines laid down in a manual for participating institutions published by the USOE and entitled National Defense Language Institute Program.⁽²⁾ These submissions are the sole responsibility of the institution which intends to organize the institute. Nevertheless the staff and facilities of the USOE will be available to assist institutions in the preparation of proposals, to suggest how the University can best contribute to the Language Development Program. It is also possible for the USOE to approach institutions in which they would like to locate institutes and request that they make a proposal. October 1 previous to the year in which the institute will be held--whether short term or long term--is the deadline for the submission of proposals.⁽³⁾

Responsibilities of the Host Institution

The main responsibilities of the college or university sponsoring an institute are as follows:

1. to maintain separate accounts of funds received "in such a manner that these funds may be readily identifiable with the institute".⁽⁴⁾

(1) National Defense Language Institute Program, p. 2.

(2) Ibid.

(3) Ibid., pp. 8-10.

(4) Ibid., p. 3.

2. keep books and records available for auditing.
3. submit promptly to the USOE "such reports as are required by law or may be necessary for orderly administration".⁽¹⁾
4. submit a technical and fiscal report on institute operation within 30 days after the close of the institute.
5. keep on file the duly notarized oaths required under the terms of the act from all participants receiving stipends.⁽²⁾
6. provide to the institute all necessary facilities, such as:
 - a. office space and equipment
 - b. auxiliary staff such as consultants, librarians, maintenance staff, etc.⁽³⁾
7. design the institute program specifically for the advanced training of teachers of modern foreign languages. Institutions cannot simply request that an existing program be subsidized.
8. see that the enrollment in institute courses is limited to the participants of the institute.
9. announce in advance a policy concerning academic credit for the work of the institute. The participating institution, accordingly as it sees fit, may or may not grant academic credit for institute work.

Aims of the Institutes

The intensive program of the modern foreign language institutes

- (1) National Defense Language Institute Program, p. 3
- (2) Text of oath: "I do solemnly swear (or affirm) that I bear true faith and allegiance to the United States of America and will support and defend the Constitution and laws of the United States against all its enemies, foreign and domestic."
- (3) The host institution receives funds to provide these services under the Indirect Cost item in its budget with the USOE.

is "designed to promote marked advancement both in foreign language proficiency and in the mastery of new teaching methods and instructional materials. Consequently the person who participates in an institute is expected to make far more progress in improving his qualifications as a teacher of modern foreign languages than he would by pursuing a normal program of graduate studies for the same period of time".⁽¹⁾

The Institute Program

The program of an institute is divided into two basic streams: a formal program in which 30 to 35 hours of classes and related activities are offered each week during the summer; an informal program which affords the participants opportunities to supplement the formal work. When credit is available it is determined by the formal program.

The Formal Program

The formal program revolves around several basic courses, the most important of which would probably be applied linguistics. The applied linguistics course is intended to bring language teachers up to date on the recent findings in linguistics which relate to the teaching of modern foreign languages. And for many it is not a question of being brought up to date but rather of being introduced to applied linguistics as a discipline. Hand in hand with linguistics go the courses in professional training: methodology and demonstration class to show the participants how modern foreign languages are effectively taught from the point of view of both theory and practice. A third unit of course work is devoted to an understanding of the

(1) National Defense Language Institute Program, p. 3.

people whose language is being studied and their way of life. The term generally given to this is culture, understood in its anthropological rather than esthetic sense.

Throughout the academic program instructors are reminded that the teaching should be of a practical rather than a theoretical nature, which is not to say that theory is not a part of these courses, but rather that it is not the dominant part. While the program of an institute offers very little in the way of elective subjects the high ratio of staff to students is expected to permit any participant to concentrate in those areas where he is weakest. Instructors are expected to adapt their courses to the level of competence and to the professional needs of the students. All instruction insofar as possible is given in the foreign language being studied.

The Informal Program

Use of the foreign language outside of the formal classes is encouraged by the "native informants," a special group of staff who are native speakers of the language though not usually trained language teachers. They maintain conversation in the foreign language during meal time, in conversation class and on all other informal occasions. Thus occasion to use the native language outside of formal classes is not left to chance. Housing the group in one residence and giving them their own dining facilities as well as the special activity program allows the staff to create and maintain the native milieu of the language they are studying.

The informal program is planned just as carefully and is considered just as important as the formal program. This is the

period where the participant makes contact with the staff both professorial and instructional. Socializing among the participants in the native language is not merely encouraged but organized. The use of realia--films, lectures, slides, recordings, etc.--is organized into a program to round out the participant's working day. The total program, both formal and informal is arranged so that not only study but relaxation is provided through the medium of the foreign language.

The Testing Program

One of the essential features of the Language institute program is the testing which takes place both at the beginning and at the end of any institute. Working on the assumption that testing is valid only when it can provide more information to the instructor about the student or the program, the tests in the institutes are used:

- (1) to help organize the institute program with respect to the students enrolled (the pre-test).
- (2) to determine the effectiveness of the institute program (the post-test).

The type of tests given both times are proficiency tests. There has been a certain amount of discussion and some criticism of the use of the proficiency tests in the institutes and also of their use by some sixteen states as a means of granting teacher certification. While it would be vain to pretend that the tests presently in use at the institutes predict completely the amount of success a teacher will have in the classroom, few if any critics would want to return to the old chaotic state of affairs in (foreign) language assessment and teacher certification for language teachers.

History and Purpose of the Tests

The tests which are used in the institutes have a history going back to 1952 when the foreign language program of the Modern Language Association began to attempt to improve the state of language teaching in the country. As the result of co-operation between the MLA committee and the American Council of Learned Societies as well as various other national and regional organizations, a statement of the qualifications for teachers of modern foreign languages was drawn up. (See Appendix VI.) A list of seven competencies was established to include the four basic language skills (listening comprehension, speaking, reading, and writing) and three other areas of competency (applied linguistics, culture and civilization and professional preparation). In each competency a teacher was to be rated as superior, good or minimal according to established criteria for each of the seven areas listed. These tests were conceived for the testing of teachers and advanced students and were prepared in the five commonly-taught languages in the United States: French, German, Italian, Russian, Spanish.

The professional preparation test is the only one common to all languages.

It is worth pointing out that this project was carried out under the research section of the Language Development Program (NDEA, Title VI) in connection with the MLA and the Educational Testing Service at Princeton. The project director, Dr. Wilmarth H. Starr, presently head of the French department at New York University, was a former NDEA institute director at the University of Maine.

Criticisms of the Tests

As has been previously stated, criticisms of this testing program are not lacking.

It is felt that they take too much time and that the administration of them is difficult.

Unfavourable comments have been directed at the professional preparation test which at the time when it was developed reflected a somewhat arbitrary body of knowledge. It is felt that it should perhaps be subjected to some revision.

Some of the items on the culture and civilization test seem obscure to some people. There is also supposed to be a conflict between culture in the anthropological sense and in the traditional or esthetic sense unresolved in this test. In reality, the test is designed to ascertain cultural knowledge in both senses.

In the applied linguistics test which is mainly focused on practical contrastive analyses, some linguists are disappointed at not finding their views more completely represented.

The speaking and writing tests both are very difficult to score, and this too has come in for criticism.

The Test as a Standard for the Profession:

Originally two forms, A and B, were prepared. This allowed the use of different forms for pre- and post-institute testing. By general agreement form A has been used in colleges and universities and form B for post-institute and certification purposes. The next step, which is now in process, is to retire form A and hold it for future equating with forms B and C, which are now to be used in a national testing program. It is hoped that these tests will find favour with state departments of education and that they will soon be to the foreign language teaching profession

what the bar examinations are to lawyers or the Dominion Council Examinations to Canadian doctors. It is planned that this testing will be done at fixed times on fixed days and in predetermined places in order to create an optimum situation concerning test security and cost of administration. In this way a professional standard will be established which the state and teacher certification bodies will use as they see fit with respect to the cut-off score. New York state at the present time allows teachers to become certified on the basis of their success on these tests. Fifteen other states have followed the lead of New York and it is hoped that others will follow suit.

The Carroll Study:

This test has also been used in a study carried out in 1964 and 1965 by Professor John Carroll of Harvard under support from the USOE to "make a descriptive survey and analysis, on the basis of a controlled sample, of the foreign language competence of seniors in the U. S. colleges and universities majoring or concentrating in any of the five modern languages, French, German, Italian, Russian and Spanish. The first stage was designed as a pilot program in 1964 to test the graduating seniors in the seventy colleges in New York state. Over six hundred majors were tested in the pilot program which served to establish procedures for the national survey conducted in the spring of 1965. Over three hundred majors participated."⁽¹⁾ From the beginning of the testing program in the summer of 1960 until 1965 in the spring over 300,000 individual tests had been administered. "It should be pointed out that each NDEA institute

(1) Joseph C. Astman, The MLA Foreign Language Tests - A Report to the Profession, (pre-publication copy) New York, 1965, p.8

participant accounted for 14 tests, seven administered as institute pre-tests and seven as institute post-tests. In 1964 about 8,000 testees took the test with a fairly even split between NDEA institute participants and non-institutors."⁽¹⁾

Records of Test Results:

The Educational Testing Service at Princeton, which administers this program of testing is beginning to keep on file the records of those language teachers who have been tested whether in institutes, at their own universities or at State Departments of Education, where the tests have been used for teacher certification. This means that a roster of language teachers whose competence has been demonstrated is beginning to be created. With all due respect to the evils of professionalism, Nevertheless it can fairly be stated that in the modern language teaching profession, the members are far from any type of obnoxious professionalism. Rather it could be said that many of them have no professional sense at all and that in many areas the situation of the foreign language teacher (who is often not a specialist) is such that developing a professional status becomes difficult or perhaps futile.

ESL Testing

The program for testing modern foreign languages has a head start over the program for the testing of English as a foreign language (TOEFL.) TOEFL is housed and associated with the Centre for Applied Linguistics and presently has as its director Dr. David Harris, former chairman of the national council on the

(1) Astman, Page 8

testing of English as a foreign language. This program has already produced a five-part battery of tests which includes: listening comprehension, structure, vocabulary, reading comprehension, writing. The test is administered through the Educational Testing Service and is a "secure" test in that it is administered in selected centres on the same day. A new form of the test is prepared for each administration.

Tests as an Indicator of Institute Success

If one may assume the validity of these tests, and every indication seems to be that they have been prepared and administered with the utmost care and attention, then the results are a powerful testimony to the increased language competency which a summer NDEA institute affords a teacher. Statistics are available here for foreign language testing. "Institutes are designed to improve the audio-lingual efficiency of the participant and to expose him to the latest materials, methods, and techniques in the field. A glance at the improvement in listening comprehension and speaking is ample testimony of the effect of a six to eight weeks session at a NDEA summer language institute. Whereas in French 51% would have scored below 34 on the pre-test, only 22 would have scored under that cut-off score on the post-test--an improvement close to 30%. German and Russian improve about 20% and Spanish 12%. In speaking, the improvement in French is a remarkable 42%, in Spanish 37%, in Russian 35%...The NDEA language institutes are thus doing an excellent job in the area for which they are designed. The greatest improvement results in speaking followed by listening comprehension...In professional preparation from a quarter to a third of the NDEA participants scored below the

New York state cut-off score on the pre-test. On the post-test 5% or less scored below that score."⁽¹⁾

Staffing the Institute:

The institutes require two types of staff: an administrative staff and an instructional one. The administrative staff is headed by the director who is sometimes seconded by an assistant in addition to the necessary secretarial and clerical staff. Office of Education regulations demand that the director be released from his normal academic duties for several months preceding the institute in order to organize it. They also specify that during that time he will receive the appropriate secretarial and clerical help. It would appear, however, that this is not always the case and that academic departments are often loath to release valued personnel for an institute and that administrations of the institutions do not provide office space and clerical assistance as quickly and willingly as they might.

The Responsibilities of the Director:

The responsibilities of the Director are outlined by the Office of Education as follows:

1. To draw up the proposal requesting an institute.
2. To publicize the institute and receive and process applications for it.
3. To draw up the program, both formal and informal.
4. To negotiate with staff and arrange for their appointment.
5. To select participants for the institute and draw up an alternate list, in the event that some of those chosen should not be able to come.
6. To schedule the courses and to arrange for the physical accommodation of the group during the institute.

(1) Astman, pp. 15-16

7. To see that the different aspects of the institute are carried out effectively.
8. To submit all reports that may be requested by the Office of Education.

As will be seen from the above, the duties of the Director are quite demanding and this is why an assistant is provided for him. The Director must not teach and the Assistant Director generally teaches only part-time.

The Instructional Staff:

The instructional staff are generally chosen from the faculties of colleges and universities, however they may be chosen from the high schools as well. The majority of instructors and participants with whom the author of this report spoke during his visits to the institutes stated that often the institute instructor coming from a high school was better placed to understand the needs of the participants, who are themselves secondary or elementary school teachers. Generally speaking, the instructors in an institute program are called upon to give more individual attention to the students than normal university courses require. This attention is given not only in the class and immediately after it, but also outside of it during the informal program. A greater amount of team work is required also of the different instructors in an institute program than is normally found in a college language department.

The Classification of Institutes:

Definition of Terminology

The basic manual for the organization of language institutes

as it is now organized under title XI of the NDEA act, states the classification of institutes according to four criteria:

1. Language--generally institutes today are for one language only.
2. Type--This refers to the nature and scope of the institute. The general institute attempts to up-grade the four language skills of the participants and also to give them further training in the three areas of applied linguistics, culture and civilization, and professional preparation. Other institutes are set up for more advanced participants and may stress selected subjects such as contemporary literature, linguistics, etc. From a geographic point of view, institutes may be located within the confines of the country or have an overseas location. Some institutes may be for special groups such as teachers already in service or for undergraduate college majors. In reality special institutes may be established for any specific category of language teacher or trainer of teachers if it is deemed necessary. These then are different types of institutes.
3. Level--The level of an institute refers to the grade or grades in which the participants teach during the regular school year, that is elementary or secondary. Institutes may be further specified according to level; for example, an institute for secondary teachers may take only those teaching the 8th-10th grades.

4. Participant Preparation--Institutes are coded as Code 1, 2, 3, or 4 according to the audio-lingual proficiency of the participants it hopes to attract, Code 1 being the top-rated institute and Code 4 being a program designed for those whose knowledge of the language is very minimal (See Appendix VII).

The Overseas Institutes:

The overseas institutes generally require the participant to have already attended one domestic institute. The primary aim of these institutes is to provide more contact with the country and its people so that the teachers may better understand the culture of the people whose language they teach. Generally speaking the instructional staff of the overseas institutes are native instructors from the country where the institute is being held and its director is a person very familiar with the locale of the institute. The Office of Education also stresses that courses in the overseas institutes are on a more advanced level. Academic instruction tends to use the area study approach rather than a program of isolated theoretical lectures. Very often the participants of an overseas institute live with a family and may even take their meals there.

English as a Second Language Institutes:

The institutes in English as a Second Language have, in the context of American society, special purposes which are described as follows:

1. "To improve the skills and competencies of teachers who are or will be engaged in teaching or supervising or training teachers of English to students whose native language is not

English, for example, immigrants, second-generation Americans, linguistic minority groups, American Indian groups."

2. "To develop the potential of a significant but often neglected segment of our citizenry."

3. "To promote professional awareness that teaching English to students described above is different from teaching English to native speakers, that it is more like teaching a foreign language, and that the techniques and procedures which best serve the purposes of such teaching are very similar to those proved effective in teaching modern foreign languages in this country."⁽¹⁾

From the foregoing it follows that the aim of the ESL institutes in the United States is to insure that Americans whose mother tongue is not English, or whose familial tongue is not English, should not be prevented from becoming first-class citizens because of the language interference problems or because of the conflict between the culture of their language group and that of the segment of American society in which they live. Because of these different goals the ESL program differs somewhat--though not radically--from the modern foreign language institute.

The Awarding of an Institute

Once an institution has submitted a proposal for an NDEA institute, providing that this proposal has been completed in the proper manner outlined by the USOE, its evaluation is undertaken by officials in the Language Institute Section in Washington in consultation with a group of specialists from the foreign language teaching profession. The proposed institute must fit the intention

(1) National Defense Language Institute Manual, p. 7

of the Act, and ideally should also help meet the needs of the local area with respect to modern foreign language teaching.

In awarding an institute to a college or university, the following factors are of prime importance: the quality of staff, the availability of the director early enough to prepare the institute, and the guarantee of good facilities and equipment--notably classroom and housing facilities, including the availability of language laboratories and audio visual aids.

The Financing of Institutes

Appendix V of this report provides a sample budget for a language institute and explanatory budget notes which accompany it. This appendix is an actual institute budget submission and the budget notes accompanying are also authentic. All names of persons and places which might reveal the institute or its staff have been removed. A study of this appendix will reveal the items which are provided for under the language institute program.

Administration of Finances

The administration of the financial aspect of the institutes is the responsibility of the host institution and more particularly of its chief financial officer. The institution has to maintain accounts of moneys expended for the institute so that they may be available for scrutiny on short notice. It is noteworthy that the budget estimate in Appendix V requires the signature of not only the director of the institute, but also of the host institution's president and chief financial officer.

Stipends to Participants

The stipends paid to participants as already mentioned, amount to \$75 per week plus \$15 for each dependent. The money for these stipends is sent from the federal treasury to the host institution

and payment is made according to the policy at the host institution for the payment of scholarships.

Direct Costs

The definition of direct costs which the USOE manual for participating institutions provides is "costs incurred for the operation of a training program (read "institute") specifically identifiable as having been incurred for the training contract or agreement."⁽¹⁾ These are further specified as follows:

1. compensation for personal services. This includes the salaries, wages, and honoraria paid to all those people who work in the institute in whatsoever capacity.
2. travel. This refers to travel grants for faculty and other staff or special lecturers on a basis of less than first-class air accommodation. No travel allowance is made for the families of faculty.
3. fees and deposits. Normal university levies or fees upon students as student activity fees, health fees, etc., may be levied in the normal manner upon participants of the institutes and are chargeable under direct costs against the Office of Education.
4. supplies and materials.
5. other costs. Employees' services and benefits such as pension plans, insurance, social security, etc., can be paid and are chargeable to the institute operating grants under the direct costs clause.
6. communications including telephone, telegram, postage, etc., printing, cost of publicizing the institute through the use of brochures, transportation costs including freight,

(1) National Defense Language Institute Program - Manual, p. 16

parcel post, etc., for goods delivered to the institute as well as rental of equipment are all part of the direct cost items.

Indirect Costs:

Twenty-five per cent of the total amount budgeted under direct costs may be claimed by the host institution under the category of indirect costs. This provision is intended to recompense the host institution for expenses involved in providing the plant to house the institute. The provisions laid down by the USOE concerning the type of plant to be given to institutes are specific:

"Adequate classroom and office space...for the director and his staff...the necessary furniture and equipment...housing and eating facilities...library facilities, projection room, and projectors, and rooms in which to display instructional materials and realia in modern foreign languages."⁽¹⁾

Evaluation of Institutes:

In the summer of 1959, when the first 12 summer institutes were held, there was an evaluation of the institute program. During that summer and in the following summer of 1960, evaluations were carried out under the direction of Dr. Stephen Freeman, the then Director of Middlebury College Language Schools in Middlebury, Vermont. The choice of Dr. Freeman for this task was quite indicated in view of the reputation of the Middlebury Schools in language teaching. Indeed, much of the institute program in that year reflected the Middlebury experience. The nine other evaluators besides Dr. Freeman included very well known people in the modern languages teaching profession. Such names as that of Miss Patricia O'Connor, Miss Mary P. Thompson (Senior Editor of the A-LM series for French), or Professor W. Freeman

(1) National Defense Language Institute Program - Manual, p.5.

Twaddell. Thus at the very beginning the institute program was subjected to criticism by very competent professionals. Each of the twelve institutes in 1959 were visited twice by a team of two evaluators. The same team did not return to the same institution; hence, each institute was visited by four different evaluators.

Success of the 1959 Experimental Institutes:

In 1959 the creation of the language institute program was dramatic news for teachers of modern foreign languages. These institutes gave new aims and a new philosophy to modern foreign language teaching. They were held in different geographical areas, but welcomed teachers from across the country. The 1959 evaluations show that they were not all first-class institutes, but they did constitute an ingathering of selected American language teachers. It gave language teachers everywhere a new lease on life and on their discipline. At the same time the evaluation team expressed the reservation at the end of 1959 that perhaps the 36 institutes which were being projected for the summer of 1960 were too many. Dr. Freeman and his associates recommended great caution in planning stating that they would prefer to see less than 36 authorized than to see institutes operated which would disappoint the participants or give wrong instruction. Staffing seemed the principal problem.

The 1960 institutes--three times as many of them--proved to fulfill many of the fondest hopes of the Language Development Branch. This does not mean that there were not some defective institutes or other institutes with defective aspects. On the whole, however, there was an increased experimentation in the type of institute which was offered. There were attempts made to vary the institute program: five of the 37 institutes were single-language institutes; two were for foreign language in the elementary schools exclusively; a new and varied approach

to the teaching of applied linguistics was experimented with; progress was made in the use of language laboratories and audio-visual aid equipment; advanced level institutes were experimented with, and two institutes were located outside the borders of continental United States. On the basis of the success of the 1960 summer institutes, it was decided to operate 60 such institutes in the summer of 1961. Much of the report of the evaluation committee in 1960 concerned recommendations for the 1961 institutes.

In 1961 no evaluation of the institute program took place. It was felt that by this time the basis of the language institute program had been established and that at this particular juncture further evaluation was not indicated.

In 1962, 1963, and 1964 regular evaluation of the institute programs took place. The USOE had realized even more clearly that the worth of an institute depended essentially on its staff. Since the staff at a given institute did not remain constant throughout a series of summers, then the evaluations provided the means of identifying those institutes which were deteriorating.

Dr. Donald Walsh became involved in the evaluations through his position as Foreign Language Director with the Modern Language Association in New York when, in 1963, the MLA undertook institute evaluation under contract. In 1963 under his direction, teams of foreign language teachers from the college and secondary levels were sent for two-day visits to institutes with conferences held before and after each visit. In 1964 public school administrators were also involved in the evaluation of institutes in order that some of these people throughout the country would become familiar with the institute concept, and also because the evaluation team needed their expert advice on the administration of the

institutes. In 1965 a different approach was used. The attention of the visitors to the institutes was focused on institute practices that could be adapted to the regular teaching in schools and colleges. This was to ensure that it would not be forever necessary to retrain teachers. Unless the colleges and universities begin to turn out people who are not only linguistically competent but also professionally trained, then the institutes are permanent.

Criteria for Institute Evaluation:

According to the pamphlet given to institute evaluators, "an evaluation should have four objectives:

- (1) to judge whether an institute should be repeated in the subsequent year;
- (2) to offer to the Director suggestions for immediate improvements in his Institute;
- (3) to describe admirable and imitable institute practices for the benefit of institutes in the current year and in subsequent years;
- (4) to advise the U.S. Office of Education about the institute program as a whole."⁽¹⁾

A study of Appendix VIII, "A Revised Checklist for Evaluating ND Language Institutes, 1964" will reveal the criteria which evaluators were expected to use in rating an institute.

Evaluations & the FL Profession:

It is important to point out that the evaluation of the NDEA Language Institutes has been done by an outside professional team of evaluators under contract to the U.S. Office of Education. The evaluations were therefore a combined effort of the profession and U.S. officialdom. Aside from the obvious role of being a watchdog for the

- (1) Suggested Criteria for Institute Evaluators, U.S. Office of Education, Washington, (mimeographed pamphlet), 1963, p.1.

institute program, the evaluations have been very useful as yet another means of involving the modern foreign language profession in the institute work. It is also in part the reports of the teams of evaluators which resulted in the introduction of dynamic new ideas in subsequent years of the institute program.

Conclusions:

This then is the National Defense Language Institute Program as it has been designed to function. As would be expected, it has not always operated exactly according to the ideal outline. In general, however, thanks to the systematic yearly evaluations carried on while the institutes are in operation by an independent evaluation staff made up of qualified foreign language teaching personnel, these institutions have functioned very well. The flaws in them were soon discovered and, by and large, not allowed to be repeated--not in any event by the same people or at the same institution.

Thus, having seen how the Language Institute Program is designed to function, it is here that we now turn our attention to the details of its operation as observed in four selected institutes in the summer of 1965. This is the subject of the next chapter.

CHAPTER 3The Institute Program Today - Observations on Four Selected 1965 InstitutesThe Institutes Visited:

When the author of this report was requested to make this study it was suggested that four NDEA institutes from the north-eastern section of the U. S. which taught either French or English as a second language should be visited.

The institutes I chose were the following:

1. St. Anselm's College, Manchester, New Hampshire, level 2 institute for 65 elementary and secondary school teachers of French.
2. Assumption College, Worcester, Mass., 40 Franco-American elementary and secondary school teachers of French.
3. University of Maine, Orono, Maine, 48 secondary school teachers of French.
4. Columbia University, Teacher's College, New York, 60 elementary and secondary school teachers of English as a foreign language.

Reasons for Selection of these Institutes:

My reasons for choosing these institutes were as follows:

1. Because the St. Anselm's College was a coded institute on a high intermediate level, I felt it would allow me to see the effectiveness of the NDEA program with a select group of fairly competent non-native speakers of French. I had also heard from several reliable sources that this institute was among the top-rated institutes in the NDEA program. My own observations later and subsequent conversations with people in Washington proved this to be substantially true.

2. The Franco-American Institute at Worcester seemed to be of particular interest for Canada since Franco-American bilinguals were here being trained as specialist teachers of French.

3. The University of Maine as an "uncoded" institute afforded me a contrast with St. Anselm's, since here there was no attempt to stream students according to competence in the language.

4. The Columbia School of English as a Second Language was a logical choice since any examination of NDEA for Canadian purposes should include English as a second language. (There were only four NDEA Institutes in English as a Second Language in 1965, one in Arizona, one in Puerto Rico and two in New York.)

Method of Study:

The Appraisal of Institutes:

Approximately two and one-half days were spent at each institute. The method used was chiefly that of interviews with the staff-members and students, although I was also able to visit classes and workshop sessions, to participate in their activity programs and to observe the conditions under which the different institutes functioned.

In studying these institutes, I first of all attempted to assess those aspects which American government evaluators consider important. (See Appendix IX) These were:

1. Academic Program--methods class, demonstration class, culture course, linguistics (applied) program, use of the second language, oral practice, language laboratory;
2. Administration--quality of staff, the relation of the Institute with the University in which it is held;
3. Activity Program--lectures, films, recreation, use of weekends.

In addition to this, through the interviews I obtained information and opinions concerning the method of organizing and financing an institute under present conditions. I interviewed each Director several times during my stay, with interviews lasting from three-quarters of an hour to an hour and a half. From the Directors I was able to see how the NDEA program functions at the institute level. The various Directors explained the value of an institute program as they saw it, the difficulties they encountered in administering and budgeting for such a program, and they also gave me interesting comments on details of the varied aspects of such a program.

By interviewing staff-members, I was able to get a cross-section of opinion on the main aspects of the NDEA program. In three of the four institutes, I also had the occasion to speak at some length with many "participants" (students) and to have their reactions to the program. Some staff-members of the 1965 institutes had been summer participants in the earlier NDEA program and their comments were of particular interest.

Selected Interviews:

United States Office of Education: On the second part of the study (6 days in Washington and New York) I spent half of my time in Washington. Here I had extensive interviews with Dr. James Spillaine who is the Director of Modern Foreign Languages and English as a Foreign Language for the United States Office of Education. At the Office of Education, I was able to clarify the United States federal policy on institutes, and to hear about

institute organization again, this time from the point of view of a federal administrative officer. In addition at the Office of Education I was able to have access to the confidential files on institute evaluation over the past six years. One document I was able to borrow and have photocopied so that I could study sections of it more carefully after leaving Washington. Having access to these files was extremely important since the birth pangs and development of the whole NDEA program was scrupulously recorded therein.

Dr. Robert Lado--Interview: while in Washington I interviewed Dr. Robert Lado, Dean of the Institute of Languages and Linguistics, Georgetown University. Dr. Lado's NDEA experience is of two kinds: (1) He helped plan an NDEA Institute at Georgetown and (2) he has been a special lecturer in many institutes, since he is an important figure in the field of applied linguistics in the United States. I felt it would be useful to have the opinion of such a person on the NDEA program.

Miss Sirarpi Ohanessian--Interview: Miss Ohanessian, staff-member of the Centre for Applied Linguistics in Washington, has acted as an evaluator for the 1964 summer institute on the teaching of English as a second language and it was in this connection that this interview was arranged.

Dr. Kenneth Mildenerger--Interview, New York: Dr. Mildenerger went to the NDEA Language Institute program as the first Director in 1958 and at that moment had behind him six years of experience with the Modern Languages Association of America. He remained with the NDEA program until 1965 and, therefore, was one of the most important people to consult.

Mr. André Paquette--Interview, New York: Mr. Paquette was interesting because of his position with the MLA in New York as Director of Foreign Language Teacher Preparation and Testing and because of his experience as a state supervisor of Modern Foreign Languages, a position created under the NDEA act. He proved to be a valuable source of information on the research which had been undertaken on the NDEA program to date.

Dr. Donald Walsh--Interview, New York: Dr. Walsh has been extensively involved in the annual evaluative survey of language institutes, which the MLA has done, under contract, for the USOE.

Aims of the Institutes:

Both in the Modern Foreign Language institutes and in those which prepare teachers of English as a Second Language, there is agreement on the principles which guide the work of an institute. The following list seems to the author to be a good general statement of the basic ideas of the institutes:

1. "that the audio-lingual technique is the most valid in the learning and teaching of a foreign language;"
2. "that listening and speaking must precede reading and writing;"
3. "that the memorization of patterns followed by pattern drills facilitates structural explanations;"
4. "that culture and civilization in the anthropological sense are vital to the understanding of a foreign language;"
5. "that structural linguistics and its application provide the teacher with new insights into the target language;"
6. "that language laboratories are effective only to the degree that the work in the laboratory is integrated

with that of the classroom;"

7. "that extra or co-curricular activities such as language films, field trips, foreign visitors, etc., are a vital adjunct to the teaching of foreign languages, but only an adjunct;"
8. "and finally, that regardless of the text used, the method applied, the laboratory facilities available, the most important element in the teaching of a foreign language is the classroom teacher."⁽¹⁾

The St. Anselm's Institute:

The aims at St. Anselm's were:

1. to provide elementary and secondary school teachers of French with special advanced training in the latest methods, techniques, and materials in their field;
2. to impart a knowledge of linguistics and sound methodology that would facilitate foreign language instruction;
3. to upgrade their language proficiency in terms of understanding, speaking, reading and writing skills with a view to developing in these persons the ability to communicate easily and readily in French;
4. to increase their knowledge and understanding of the French people, their culture and civilization.⁽²⁾

The Assumption College Institute:

It has been stated that the Franco-American group in New England is the most successful of all immigrant groups in the United States in maintaining its mother tongue. "Recent

(1) Final Report of the Director, St. Anselm's Institute, 1965, Submitted to USOE, Washington, September, 1965.

(2) ibid, p. 2

statistics show that there are 271 private schools in New England (of which 179 are elementary) whose faculty and student body are virtually 100% Franco-American."⁽¹⁾

Background of Franco-American Institutes:

The Franco-American Institutes of 1961 and 1962 at Bowdoin College under the direction of Dr. Gerard Brault were the first institutes of their kind designed to exploit this linguistic resource in New England. Under contract with the U. S. Office of Education, Dr. Brault prepared special teaching materials for use in junior and senior high schools. His interest in the Franco-American institutes continued, and he taught another in 1964 at Assumption College. In 1965 Dr. Alfred J. LeBlanc, himself a Franco-American who had participated in two previous Franco-American Institutes, was the Director of the Institute, held once again at Assumption.

Objectives of the Franco-American Institutes:

It is the intention of the Franco-American institutes, which have been held in the summers of 1961, 1962, 1964 and 1965, to develop this rich source of teachers of French. Since it is felt that people of a French background do not profit from courses in French designed for non-native speakers, this special institute is therefore tailored to their special linguistic situation. Furthermore, the teaching of French in areas largely populated by Franco-Americans should be different from teaching the language to people with no French background. Consequently, participants at this Institute are taught the best methods for the teaching of French in classes where the majority of pupils are Franco-Americans. They are also taught how to teach effectively in classes where Franco-Americans and non-Franco-Americans are both present.

(1) A Proposal from Assumption College for a Summer Institute for Franco-American Teachers of French in 1965, USOE, 1964, p. 2

The declared objectives of the Franco-American institute at Assumption are:

1. "to impart a greater fluency in standard French, a knowledge of linguistics, and a better understanding of French culture and civilization;
2. to train the participants in the use of modern teaching techniques and instructional materials;
3. to train the participants in the handling of Franco-American pupils in a homogeneous or heterogeneous class situation;
4. to recruit and train Franco-American teacher trainees and certified teachers of other subjects to teach standard French."⁽¹⁾

The Language of Franco-Americans V.S. the Language of France: The Official Point of View:

The official policy towards the variant of French spoken by Franco-Americans seems to be that it should be replaced by standard French. Yet the faculty and staff of these institutes are not at all insensitive to the delicate problems this implies. They are sympathetic with the notion that Franco-Americans have a legitimate right to cherish their particular French background. Nevertheless, they feel that teachers of French should teach standard French, both in the schools of the Franco-American communities and in those which group students of non Franco-American origin. Therefore Franco-American teachers are expected to become aware of the dialectal variance between their speech and that of European French.

(1)

A Proposal from Assumption College for a Summer Institute for Franco-American Teachers of French in 1965, Submitted to USOE, Washington, Fall, 1964, p.5.

The writer has the impression that the people at the Office of Education and on the evaluation teams are most anxious to maintain the French language of the Franco-American group. However they would also like the quality of their language to conform to the standards established for European French both from a lexical and syntactical point of view and, within reason, from the phonological point of view as well.

With this aim in mind, the staff of this Institute is composed almost exclusively of Franco-Americans, products of the Franco-American school system, and yet who themselves have conformed their language to the European standard. It is felt, from a psychological point of view, that these are the best people to speak to their confreres on the question of dialectal variance.

The main problem, of course, is that many of the Franco-Americans, living in an English milieu and cut off from the source of their culture, find this deprivation reflected in their command of the language. Presumably their situation would not be very different from that of French Canadians living in regions of Canada where access to French culture through French schools and communications media is not available. One difference of course is obvious: the official American tendency is to orient Franco-Americans first of all towards the culture and language of France, and only secondarily to the culture and language of French Canada.

The University of Maine Institute:

The "uncoded" institute held at the University of Maine was of particular interest. The Director here was perhaps a bit

cynical when he stated his reason for having an uncoded institute as: "We are merely facing reality." His implication is that the attempt to select participants months prior to their arrival according to their level of competence in the language does not often succeed. Therefore he prefers to accept students of varying abilities and stream them into groups upon arrival. The streaming at the University of Maine did seem to be well done. This writer's impression, however, is that there is still an advantage to an institute where the level of participants is roughly similar. This advantage lies chiefly in the fact that the linguistically weak students tend to prevent their competent confrères from speaking the foreign language constantly. Having seen coded and uncoded institutes my recommendation for an institute that would take place in Canada would be very definitely in favour of the coded type.

The Columbia Teacher's College Institute in English as a Second Language:

The institute at Columbia was designed to meet the need of "teachers suddenly faced with non-English speakers in their classes" who have "a problem disrupting to their usual curriculum."⁽¹⁾ This is a classroom situation which is quite prevalent in the urban centres of North America. The Columbia Institute staff felt that without proper training such teachers could neither fill the needs of their English speaking students nor that of their students with minimal ability to speak English. Therefore they hoped to give these teachers, and teachers working only with non-English speakers, a more thorough knowledge of the ESL field...so that "the participants (i.e. teachers) will learn to understand theory and, more

(1) A Plan of Operation from Teacher's College, Columbia University for a Summer Institute in English as a Foreign Language in 1965, Submitted to the USOE, Washington, Fall, 1964, p. 4

important, how to utilize this theory in the actual preparation and utilization of material."⁽¹⁾

The success of this institute was in part due to the rather unique situation of Columbia Teacher's College with reference to English as a Second Language. The Teacher's College there has been very involved not only in teacher training for ESL but also in the preparation of ESL materials.

They have been preparing some materials for use in certain districts of New York City, others for use in American Indian milieux and yet other materials for use abroad in New Guinea, Ethiopia, Nigeria, Peru, and Colombia. With respect to teacher training they participate in programs for Afganistan, the Peace Corps training program for East Africa, as well as in the Peruvian and Indian AID projects.

In such a setting there are many permanent faculty with whom contact would be most useful to people preparing to teach English as a second language. A glance at Appendix IX indicates the type of program offered at this Institute in the summer of 1965.

Relations Between Institute and Host Institution:

In only one of the institutes which the author visited were problems between the Institute and the host institution kept to a minimum. Even here, however, there was some minor criticism by the director that in the minds of the college authorities the Institute was a simple source of revenue and that the Administration of the college paid little attention to the "standards of high quality which the Institute brought the college." There was also reference to a certain amount of "confusion, incomprehension, and

(1) A Plan of Operation from Columbia, etc., p. 5

nonchalance" evident on the part of the college business office.

The directors at the three other institutes visited all spoke of more serious grievances concerning the co-operation received from the host institution. It is the opinion of the author that, if after six years of institute operation an unco-operative attitude still prevails on the part of college and university administrations, that this aspect of institute organization should not be imitated.

One director stated that his number one problem was the Comptroller of his University who apparently did not even know who he was, and had no knowledge of the program at the institute. It appeared that things which had been written into the contract with Washington, and which he as the chief financial officer of the institution had signed, were not honored.

Less serious perhaps but more inconvenient was the question of office space. This same director stated that not very long before the institute was due to open he "frightened" the Administration into giving him the office space which he was supposed to have been allocated long before. He achieved this by telephoning the Comptroller and naively asking where he would meet the inspectors from the Federal Office of Education when they came to his office in three days time. At the moment of calling he did not have an office. Quite remarkably, an office for himself and another for his secretary were found and were fitted up in time for the supposed visit! Other stumbling blocks such as cheques not ready on the day of departure of participants, or Institute certificates for participants not being permitted to bear the seal of the University or to be signed by high officials, indicated that in

this instance at least, relations between the Institute and the Host Institution were very poor.

In two other institutes without having the same amount of misunderstanding with the administration, the directors expressed to the writer their misgivings concerning the housing and dining-hall facilities offered to the institute participants. In one instance the dining hall for participants was not separate from that for other students as it is supposed to be and, therefore, meals were not accompanied by conversation in the native language. It would appear that with respect to physical facilities, many directors have problems with their Administrations.

The fourth director had similar horror stories to tell concerning his relations with his Administration. Here another point was raised: that of co-operation from the Language Department from which the director is chosen. This director stated that as an associate professor in the French Department where he was teaching, he had hoped he might receive some co-operation from the Head of his Department. However, none was forth-coming and with reference to secretarial help he even had to type the proposals and letters to the participants himself. There was also a lack of colleagues to consult with on ideas and suggestions for the institute. At this particular institute, the Language Department was shortly to be moved into a new building and therefore for the summer, conditions were far from ideal. However, admitting this, it did seem rather unfortunate that the director should have had to be responsible for the preparation and operation of the Institute

with inadequate office space and secretarial assistance.

One solution to these difficulties with Administrations would be that Institute directors when feasible be Heads of Department or people with experience in dealing with the Administration. But it would be obviously improper for any reason whatsoever to appoint as director of an Institute a person who did not have a proper methodological grasp of second language teaching. It is the opinion of the writer that a good number of Heads of college language departments could be found both in Canada and in the United States, who would thus automatically be disqualified from heading language institutes.

Staff of the Institutes:

Role of the Director:

On the basis of my visits, I would say that the factor most necessary to the success of an institute is the competence of its director. He is the person who chooses the staff, selects the participants, is the contact person between the host institution and the Office of Education and, during the institute itself, he sees that all his ideas and principles are being properly applied. Without an energetic decisive person in this role, an institute experiences many difficulties. The ideal person for directing an institute would be one who is an efficient academic administrator--preferably with experience--and who is thoroughly knowledgeable in matters of the methods and practice of language teaching. Although, in the American Institutes the Director does not teach, it is nevertheless obvious that he cannot function unless he is a competent judge of methods curricula, and course content

in the language the institute is teaching. It is also evident that he should have superior competence in the foreign language being taught.

Choosing the Staff:

In general the staff in the four institutes visited seemed to be of high calibre. The writer detected no member of staff who did not have native or near-native competence in the second language.

Source of Staff:

All of the Directors I spoke with emphasized their opinion that in general some of the best people teaching in the institutes are well qualified secondary school personnel. College and university instructors in their opinion have a greater tendency to become too theoretical and to be too removed from the problems which the institutes were designed to correct. This of course does not mean that college and university personnel do not teach in institutes, but rather that there is no policy of prejudice against secondary people working in the institutes for the reasons just stated.

Competence in the Foreign Language:

For the staff, just as for the director himself, superior competence in the foreign language is a prime qualification. The faculty usually teach in the foreign language. Exceptions are often made for the courses in applied linguistics and methods, but here where their lectures may be delivered in the native language, an intimate knowledge of the structures of the foreign language is essential, so that patterns of interference can be established.

General Duties of Instructional Staff:

It is also important for all staff to be retained with the understanding that their work in the institute will require far

more of their time and of their patience than a regular summer session. Institute staff generally live in the same residence as the participants and take part in all phases of the informal program, the special lectures, film showings, outings, et. in order to lead discussion groups with the participants later. The instructional staff, as those who teach the formal program are called also give advice and special help in their particular area of competence to the participants outside of class. Possibly the worst type of instructor in an Institute is the one whose interest in, and responsibility for his students ends when he leaves his classroom.

The writer had the occasion to observe that this close-knit relation between faculty and participants does in fact exist. Insistence upon it varied however at the different institutes visited. At St. Anselm's, all faculty including the Director (most were married men) lived at "le Foyer" with the students, whereas in the Franco-American institute, the faculty were not required to live in residence.

General Duties of Native Informants:

The task of the instructional staff is made less onerous by the presence of the native informants, whose duty it is at the various institutes to attend the culture lectures and use them as the subject of discussion in the Oral Practice sessions held later in the day. These native informants, for the most part, young men and women chosen essentially because they are natives of the foreign language, qualify for their posts by their good general education, their energy, personality and willingness to help recreate at the institute their native milieu. Their role is to

maintain conversation in the foreign language outside of class at all times. The way in which their task is implemented depends on their ability and ingenuity and on the type of informal program the director designs. At St. Anselm's, one enterprising native informant had undertaken to produce twice a week a newspaper, La plume enragée, which was a vehicle through which the participants could express in the foreign language, their grievances or their sense of humour. Generally speaking the native informants carried out their functions well. In the one or two instances where they seemed somewhat unenthused, the writer felt that they were lacking in direction.

Staff-Student Ratio:

Perhaps one of the more important factors in the success of an institute is the high ratio of staff to students. If one includes both instructional staff and native informants under "staff," then the average ratio for the four institutes visited would be one staff person for every three participants. The statistics are as follows:

St. Anselm's	20 staff for 63 participants
Assumption	12 staff for 40 participants
Columbia	29 staff for 60 participants
Maine	16 staff for 48 participants

This ratio of staff to student is fantastic when compared with ordinary university courses. It is the writer's opinion that University Administrations would never have consented to retaining staff at this ratio, had the institutes not been federally supported.

It is equally certain that this same high ratio is one of the most important single factors in the success of the institute program.

The Formal Program

Pre-Institute Orientation for Faculty

In order to obtain the objectives of the language institute program, faculty are requested to begin working at the Institute three days in advance. This is known as the orientation period and allows the Director to mold his staff into a working unit, making sure that each member of it realizes the goals of the Institute Program. This also allows the instructor to organize the teaching of his particular course so that it carries out these goals and complements the other courses on the program. The amount of observable co-operation between different instructors in an institute is far greater than this writer has ever experienced in ten years of teaching at the college level. Frequent staff meetings where instructors exchange information on the topics covered in their lectures prevent repetition of the same material. It also enables an instructor to schedule the discussion of a given topic in his course so that it will complement related work being done by other instructors. Without the pre-institute orientation, such close co-operation between staff members during the session would not be possible.

A Flexible Program

In addition, faculty are the means by which the program is kept attuned to participant needs as the session goes on. The institute program is designed to be flexible, and most directors felt strongly that this flexibility is extremely important for the success of the institute. In accordance with this principle of flexibility the participants are grouped

according to their competence in each subject. For example, at St. Anselm's the phonetics program (See Appendix X) is offered to the participants in eight different groups, divided according to their level of ability in the subject. A student who has been placed at the beginning of the session in a group too weak or too advanced for his ability is soon noticed by the instructor and is reassigned to a more suitable group. If one takes into account the number of courses offered and the number of students enrolled, it is easy to conceive of the amount of attention and organization necessary to ensure that the student is working at his precise level of ability in those subjects where he needs to concentrate.

Terms of Employment for Faculty:

The faculty meets every Monday at St. Anselm's with the Director. The Director knows in a general way what their comments will be before he meets with them since on the Sunday, they will have submitted a written report giving their comments on the way in which the program is being implemented. The actual teaching load of faculty at St. Anselm's ranges from eight to fifteen hours a week depending upon the person and the subject and is fairly typical of the institute program. Each faculty member has one or two week-ends free in addition to the free week-end at the middle of the session. One week-end at mid-session is free for both faculty and participants, and is the only one during which participants are allowed to absent themselves from the campus.

Applied Linguistics; The Instructor:

In the area of applied linguistics, there seems to be a

special problem with respect to the hiring of staff. In the beginning of the Institute Program, a great deal of difficulty was experienced by institute directors with theoretical linguists who had positions on the staff and whose grasp of the classroom situation on the secondary and elementary level was minimal if existant at all. Such people did not gain the respect of the participants and were generally quite unable to communicate on their level. Early evaluations recommended that the staff member appointed to teach in this area be a person who had knowledge of the teaching problems on the elementary and secondary level, and that if possible that he be a secondary or elementary teacher. Dr. Virginia (French) Allen stated her opinion that the person to do this work should preferably be a language teacher who has gone very far in his study of linguistics, rather than a linguist with some pedagogical knowledge.

Applied Linguistics; The Curriculum:

The linguistics course does not always serve the same purpose: For example, at the Franco-American institute the main purpose of the linguistics course was to teach not only the problems of structural differences between English and French but also between Franco-American speech and standard French--the interference problems. The participants were familiarized with the work of Dr. Brault who has prepared a series of tapes and exercises on Franco-American phonetic variants.

Most institutes in the applied linguistics courses vary the amount of theory according to the competency of the group in the language, that is those who speak best receive more theory and those who speak less well, less theory. At the St. Anselm's institute there were two courses for all participants involving

thirty-two hours in all: one on the theory of general linguistics, and one on applied linguistics for language teachers. These courses are taught in English at St. Anselm's on the principle that the student absorbs difficult or abstract material better in his own language. The linguist attempts to be somewhat eclectic in his choice of material and in his approach. This does not work out well in all institutes since most linguists have a theory or theories to which they subscribe more or less completely. Another aim of applied linguistics courses is teaching the participants to examine traditional texts and to analyze the drills in them from the point of view of their conformity to accurate linguistic principle.

Methods Class

In all of the institutes a course in methods is given an important place on the curriculum. The main aims of these courses are:

1. to go over all the different types of valid methods and techniques and show the participants how to choose the one best suited to his classroom situation;
2. to introduce the participant to the different types of audio-visual equipment--the overhead projector, the proper use of film strips, etc.;
3. to have the instructor consult with participants outside class concerning special problems in their own area--how to set up labs, how to interpret tests, how to choose textbooks. (In short, the instructor acts as a resource person outside his formal classes);



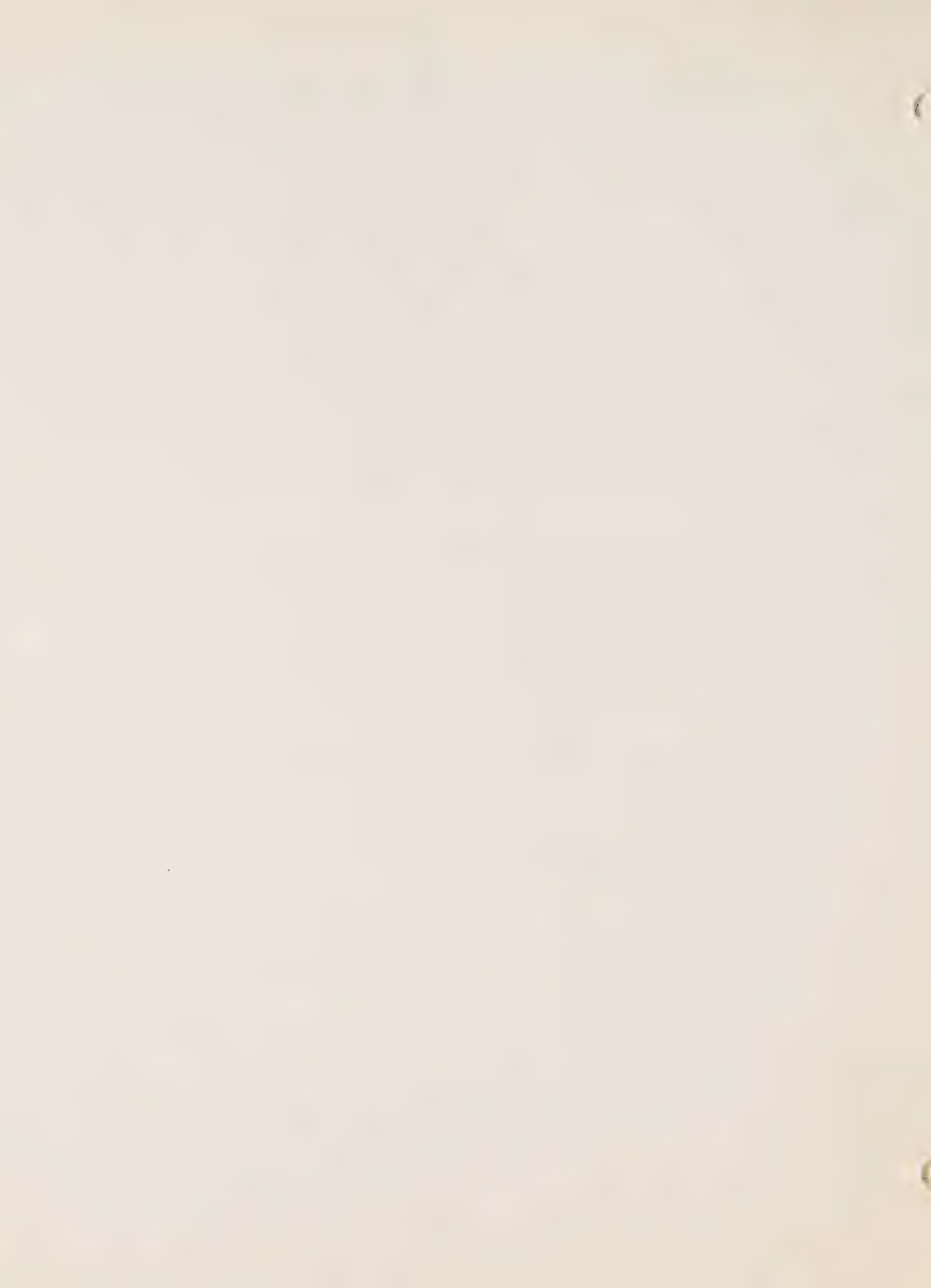
4. to correlate the methods course with that offered in linguistics.

Another aim of the methods course is to enable teachers to create eventually their own material. At the Franco-American Institute an adaptation of the A-LM material has been done for use with Franco-American children. There was also at Assumption a complete critique of the first five chapters of a text by Dale and Dale, a commonly used French textbook in secondary schools. In this way, students learn to make their own assessment of texts and methods. They are also taught to adapt existing textbooks when necessary to the new methods.

An example of the scheduling of the methods courses is the program at the Franco-American Institute. During the six weeks of class there is one week of methods lectures and four weeks of demonstration class in lieu of lectures. The demonstration class consists of 35 minutes of observation and a 25-minute question and answer period. During the final week, eight participants are chosen to do practice teaching and the other participants criticize. The schedule for critiques is organized as follows: first, there is an oral critique by participants; secondly, an oral critique by instructors. On the basis of these oral comments, a written critique is prepared and circulated later to the class.

Demonstration Class

Hand in hand with the methods class go the demonstration classes. As has been stated above, at Assumption College the methods and demonstration class courses are combined so that methods takes up only 1/6 of the time and demonstration class together with the critiques thereof account for the other 5/6 of the combined methods-demonstration class program. At the



University of Maine there was one 45 minute class per day in methods (called Professional Preparation at Maine). This class was held five days a week. In conjunction with this a demonstration class was held every day for four weeks.

The demonstration classes may have anywhere from ten to twenty pupils. These pupils are children from the community in which the institute is located who come there to learn the foreign language. Some demonstration class instructors and directors stated that it was a problem to get students to remain in these demonstration class programs for the full period of the institute, since the summer vacations of the parents often remove a child at mid-session.

At the Franco-American institute at Assumption College there were also demonstration classes: one elementary class with 20-25 students and a secondary class with the same number. The class is conducted here as elsewhere by a master teacher, who demonstrates effective techniques to the participants. Only at the end of the session do the participants engage in practice teaching.

Shock Language Technique

In connection with the methodology courses and demonstration classes, one might mention another feature of some of the institutes; the "use of the 'shock' language." In 1965 this was not a popular feature. In fact, it has become very little used in the institute program today. Of the four institutes, only one, the ESL Institute at Columbia used it. The purpose of the

shock language technique is to remind teachers of the difficulty which a student faces when he first comes in contact with a foreign language. Therefore the participants will take several hours a week of a language which he has never studied before. The theory is that this will help him to understand better the reaction of his own pupils in class.

Culture and Civilization Courses

In the institutes at Manchester and Maine designed for native speakers of English qualifying to become French instructors, these courses followed the typical pattern of the culture and civilization program in the institutes. At Maine there was a series of 30 lectures which were given by four different instructors. The lecture took place every day first thing in the morning and lasted for 25 minutes. Later on the students were able to listen again to the lecture in the language lab and still later on to have conversation on the topic discussed. The conversation classes (called Oral Practice at Maine) were given to very small groups of students, generally six to eight in number. In addition, at Maine, the travaux pratiques were related to the lectures in culture and civilization. These lectures presented "as wide a cross section of France as possible by emphasizing contemporary events and by using history only as a reference. The aim was to help the participants "identify" the anthropological elements...notably the values, beliefs, and expressive forms that make up the culture, the institutions and the customs that comprise the social structure of France."⁽¹⁾ Thus it can be seen that at Maine

(1) NDEA Institute for French, University of Maine, Director's Report, submitted to USOE, Washington, Fall, 1965, p. 5.

the participants' program is organized in terms of the culture and civilization course. At the Franco-American institute, the emphasis was less on culture and civilization and more on grammar and linguistics. A happy medium between these two orientations was found in the St. Anselm's institute.

The culture courses are not supposed to be merely traditional civilization courses but also to provide insights into the attitudes and customs of the people whose language is being learned. The institute program insists on France of the 1960's and not upon the history of France. Although some historical background is described, it is always taught with a view to understanding the contemporary period.

Conclusions on the Formal Program

The impression of the writer concerning the formal program was on the whole very good. In all four institutes the use of the second language was everywhere evident, due largely to the careful organization prior to the opening of the institute, the pre-orientation of instructors to acquaint them with the specific aims of the institute, and the high ratio of staff to students.

There was evidence of some original thinking about the organization of institute programs in the way in which the classes were scheduled. For example, institute personnel obviously realize that there is no inherent virtue in the traditional 50-minute classroom period common in college and university courses. Therefore, on the basis of this, classes have been organized for some disciplines into shorter periods and formal study is varied by having periods devoted to reading, conversation, study, or relaxation. It is evident that the institute

program offers the participant a far greater opportunity for improvement in the foreign language than any summer program at a regular university session.

The Informal Program

Creating the "Native" Milieu

The role of the informal program at foreign language institutes is to enable the participant to live in a "native" atmosphere during the summer. To re-create this atmosphere is the task of the Director and staff and especially of the native informants whose duties have been previously outlined. Initiatives such as the weekly student newspaper at St. Anselm's, the Talent Night staged by participants while the writer was at the Assumption institute, are examples of the way in which students learn to live in the "native" culture.

The Week-End Program

In an institute participants are requested not to bring their families with them to the town where the institute is being held. Rather, he or she is expected to live in the language house, except under very special circumstances, and to take part in all the activities which the institute organizes. Generally speaking the opinion of language institute personnel is that participants should spend week-ends at the institute rather than with their families. An exception is made once or twice during the institute but it is the observation of the staff that after a week-end at home some of the participant's progress in the foreign language is undone.

It therefore follows from this that the week-ends and all time spent outside of the formal classes at an institute must

be very minutely organized, since if the students are left to their own devices, little language learning will take place. The week-end activities, however, while organized on a full scale are not usually compulsory, since some participants need a complete rest. And so do some members of the staff.

The fact that participants are paid to attend the institute--if one considers their federal stipend as pay--is an important psychological factor in the way in which participants respond to the informal program. A wide measure of freedom is accorded to the directors of individual institutes in the application of the rules for the informal program. At St. Anselm's the writer observed the strictest application of the "closed" institute idea. Here, as has already been mentioned, the Director himself lived at le Foyer and most of the faculty were in residence every week-end and on evenings. This meant that the participants were constantly in an atmosphere of organized activity. St. Anselm's staff were well aware of the tension that such a situation builds up in the participant and, in as many ways as they could devise, strove to combat this tension. While keeping the informal program moving in the foreign language as much as possible, they tried to keep the element of tension at a minimum.

The writer feels that the University of Maine was less efficient in the organization of their informal program. While understanding that tension was generated at St. Anselm's by the insistence on the use of the foreign language, the writer felt this was a case of "anxiety" being constructively channeled. At Maine, on the other hand, participants were allowed to spend the evenings in town if they wished and on the week-ends were able to return to their families. The

result seemed to be a less effective learning situation than that prevailing at St. Anselm's. It would be ill advised, however, to make too rigid a ruling concerning the informal program. While at Maine the use of week-ends and out-of-class time seemed to some extent wasted, it is quite understandable that the participants at the Franco-American institute, where performance in the native language was in most cases authentically "native," were allowed to go home on week-ends.

The Lecture Series:

In all of the institutes visited, there was a series of lectures offered by visiting professors, usually well-known specialists in their field who talked about a topic in which they were particularly competent. Occasionally the members of the institute staff themselves, if they were particularly competent in a field, would give a public lecture to the participants.

As an example of this type of program we might consider those lectures offered at St. Anselm's in the summer of 1965:

- (1) Mr. André Paquette began the lecture series with a talk on key problems now besetting the modern language teaching profession;
- (2) Mr. Elphege Roy, a Franco-American, spoke about the teaching of standard French in the Franco-American community;
- (3) Mr. Claude Bourcier of the Middlebury School spoke on the origin of the "Absurde" in contemporary French literature;
- (4) Mr. Lawrence Posten spoke to the group on the topic "Why Linguistics?";

(5) Dr. Albert Valdman spoke on Applied Linguistics for Teachers.

All of these speakers were paid honoraria and travel fees. This item is authorized in the institute budget as a direct cost.

In addition four other special evenings were offered to the participants during the summer session. The Chorale Universitaire de Caen gave a concert and were also lodged at Le Foyer overnight. An evening of French folk songs and dances was presented by a Cercle Français. On yet another evening several of the faculty gave readings in English, offered as a kind of "letter from home." Lastly the French artist, Pierre Viala gave an evening of readings from French poetry. It is interesting to note that some of the more eminent speakers in the lecture program at St. Anselm's were among the most disappointing: scholarship and ability to communicate knowledge do not necessarily go hand in hand.

The speakers in this lecture series are quite typical of the type of person invited as special lecturers in Institutes. The program at St. Anselm's, however, was the most ambitious offered at any of the four institutes visited. At Maine, for example, only two special lecturers were invited and Mr. Viala gave a poetry recital there as well. This was exactly the number of people invited at Assumption College, where the Franco-American institute was held.

The Film Series:

In all of the institutes there were regular evening showings of films in the foreign language. These films are chiefly intended to supplement the culture and civilization course, but may also have been included because of their excellent cinematographic value. In

addition to films of this nature other films were screened which dealt with language teaching and other subjects relating to the formal program. The most important aspect of the film program was that the films were discussed afterward by the participants and the staff. The writer has the impression that if the discussion groups were not held afterwards it would be easy for the film series to become no more than a means of rounding out an official timetable.

Recreation

At all of the institutes there was a recreation program which varied according to the facilities offered by the institution, the area, and the ingenuity of the Director and staff. This included sports, excursions to places of interest (theoretically such excursions supplement the program of the institute) and picnics. At one institute there was a free afternoon in the middle of the week on Wednesday (replaced later in the week by a Saturday morning of lectures) during which the participants read or rested and which ended in the late afternoon with a "cook-out" held on the college grounds. This kind of free afternoon in the middle of the week is quite common in the institute program.

Conclusions on the Informal Program

The informal program at the four institutes visited was carried out with varying degrees of success. Both at St. Anselm's and at Columbia the energy and imagination of the directors made this aspect of the institute a vital contribution to its success. At the Franco-American institute it was not felt necessary to give quite as much attention to this program since all of the participants were of French background and many used French in their homes, schools, or communities.

The writer feels that less organization is necessary for the informal program in an institute where the participants all have a high degree of competence in the language. In such an institute the problem of creating the "native" milieu can, to some extent, look after itself. In the average institute, however, it is an indispensable supplement to the formal program; in fact, it is the great difference between a special summer program in French as it might be organized under a regular university summer school, and an Institute program.

Physical Conditions

For an institute to operate successfully it requires a physical plant that is designed to ensure its proper functioning.

Residence and Dining Hall:

This implies a separate eating area where members of the institute may take their meals in common and where the foreign language is used at table. It also requires living arrangements which are separate from those of the regular students in the summer school. Ideally, staff should be housed in the residences with the students and there should be a maximum amount of contact within the residence between instructional staff and native informants on the one hand and participants on the other. It is also desirable for the institute to operate as a separate unit; that is, that the residence, dining hall and classrooms should all be in a general area so that this special group can be isolated from the regular students. Obviously this principle of isolation is only valid when students are learning a language which is not that of the area in which the institute is located.

With respect to food and dining rooms it has been felt that dining facilities and the quality of food at the institutes should

be somewhat better than the fare offered in many regular Summer Schools on university campuses throughout the country. The rationale for this is that during an institute, where the participants are often not allowed to go home on week-ends or to eat elsewhere than in the dining hall provided for them, a greater imposition is placed on them (or their stomachs) than on the regular Summer School student.

Size of Campus:

It is perhaps worthy of comment that the institute which in the writer's opinion was most successful was one which was held on a small campus where the institute was the only activity of the summer session. Therefore the whole small pleasant campus was given over to the operation of the institute. While there is no denying the contribution which a great university can make to an institute program, and while the evaluation reports indicate that there have been excellent institutes at both large and small universities, the writer feels that it is preferable to hold an institute on a small campus. "At a large university it may be lost among many summer activities. It brings to the campus temporary students not likely to become Ph. D. candidates and not very likely to return to the same institution for further graduate study. It requires an orientation toward teaching less typical of a graduate university faculty than of a small under-graduate college. It brings no particular kudos to an already prestigious campus." (1)

Classrooms and Language Laboratory:

Ordinary classroom space for the teaching of courses is

- (1) John Diekhoff, The National Defense Education Act and Modern Foreign Languages in the United States, M.L.A., New York, 1965 (pre-publication copy) p. 118.

an obvious need of an institute, but in addition there should also be available to the institute a modern language laboratory with equipment which functions as it was designed to do. The language laboratory should be open to participants throughout the day and in the early evening so that students may go back to the lab to work on their own. Because of this it is necessary for a full-time laboratory instructor and/or technician to be associated with the Institute program. More important than the "hardware" itself is the presence of a Professor of Language Laboratory at the Institute. Ideally this would be a person whose regular occupation is the programming of language laboratories or teaching of the use of language laboratories. Since such qualified people are still rare, Institutes often employ a teacher who has become thoroughly familiar with the possibilities the language laboratory offers in teaching. This ensures not only that the participants will themselves use the language laboratory efficiently during the institute, but also that they will learn how they in turn may use language laboratory techniques and equipment in their own classes.

Impact of Institutes on College and University Language Teaching
Language Training at Colleges and Universities:

It has been previously stated that the institutes are remedial. By this we mean that they are intended to retrain language teachers already in the profession or about to enter it. This retraining has been deemed necessary for several reasons:

- (1) Many language teachers presently in the schools have never had any exposure, either by formal education or by summer training, to the newly popularized--and sometimes newly discovered--principles and practice

of modern language teaching;

- (2) Many of the new teaching media now available to language teachers need an introduction. The equipment must be used intelligently if it is to prove efficient;
- (3) provision has also been made to retrain teachers in training who will enter the teaching profession the fall following the Institute.

It is number 3 of these purposes that has the most ironic overtones. In 1964 and 1965 special institutes were organized for under-graduate college majors under the NDEA Language Institute Program. The implication of this is that even many of the foreign language majors graduating from the colleges, universities, and teacher training institutions at the present time are not considered sufficiently equipped to begin teaching without institute training. The responsibility for this lies with the institutions that have trained them. On first glance at this situation, one wonders whether the institutes are not therefore permanent.

Institutes for College and University Personnel

At the present time serious thought is being given to organizing institutes for college and university personnel. It is no secret that in almost any modern foreign language department existing today in a college or university of North America one can find those prima donnas who are resolutely against the "New Method", who are either unwilling or incapable of giving even advanced level courses in the foreign language, who scoff at language learning as too inferior a pursuit to engage the serious attention of an academic. Some such people hold very

key posts in language departments and convincing them that their long-standing attitudes on certain matters are erroneous has not proved to be a task that is accomplished easily or with any dispatch. Perhaps an equally ineffective member of language departments is the relatively young language professor who is the product of the old regime and yet who rebels at perpetuating the grammar-translation method which he was given as a student. On the other hand he lacks even an elementary knowledge of the linguistic principles behind the audio-lingual methods and their accompanying textbooks. From this may result one of two unhappy situations:

- (1) He finds a "new-key" method which he can use effectively and become the "prophet" of it to all who will listen, not having a sufficiently fundamental grasp of the principles behind it to realize that it is the approach and not the textbook which is important.
- (2) Since nothing in his own background has prepared him for the type of work involved in audio-lingual type courses, he makes one brief sally forth into the new key curriculum, and not succeeding here, retreats into explication de texte laying that flattering unction to his soul that not his ineptitude but the method's madness is the cause.

This whole revolution in language teaching methods has divided many departments into warring factions. It is the writer's opinion that while both groups are guilty of excess, the path of wisdom for the next few years at any rate would be that taken by the new "methodists." Of course, this does not mean that there do not exist colleges and universities which are committed to a curriculum which takes into consideration linguistics and culture as well as

literature. However, there has not been a sufficiently great number of such colleges and institutions to obviate the necessity for language institutes.

The 1965 Institute Visits

In view of this the Office of Education decided that in lieu of institute evaluations in 1965 they would embark upon a program of analyzing the institutes with a view to determining which aspects of the institute program were transferable to colleges, universities, and teacher training institutions. The result of this 1965 study was that some institute features not presently found in existing language departments were considered worth adapting and have been recommended to colleges and universities.

Examples:

Some effect of the Institute program, however, has already manifested itself in colleges and universities. The increased emphasis on the audio-lingual approach, while not coming exclusively from the Institutes has certainly gained in impetus due to them. Or let us consider the case of the language laboratory and its use. As has been stated in Chapter I, between the years 1958 and 1965 the number of language laboratory installations in American high schools increased from 67 to approximately 7,000. This transformation in teaching technique on the secondary level has obviously had an effect on the university curriculum. Students who had competent audio-lingual teaching on the high school level were better prepared to take courses given in the foreign language on the college level. Consequently, more instructors were obliged to teach courses in the foreign language. An opinion had also been established in the mind of the entering college student that the language was something

one learned not merely to read and translate but also to speak and to understand. Language departments have had to reckon increasingly with this attitude in the presentation of their courses. One could find many other examples of this type of indirect effect of NDEA institutes on colleges and universities.

Most of the Directors whom the writer questioned on this topic felt that some institute features would be too expensive to duplicate in the colleges and universities. Because of this Heads of language departments have often jumped to the conclusion that all features of the institutes would therefore be inappropriate for colleges and universities. The 1965 USOE project of assessing the Institute to find those elements which would be useful to the colleges and universities just outlined should remedy this situation.

Conclusions

In observing the four institutes visited in the summer of 1965, the writer, himself a foreign language teacher, could not help enthusing over the Institute Program. Nevertheless a serious attempt was made to apply objective standards to these institutes and to determine their effectiveness in terms of their declared aims. It has been found, on the basis of this, that the total impression of the institute program is overwhelmingly favourable.

The great number of language teachers who have been trained in these institutes, approximately 2,400 prior to 1966, would certainly have gained a great deal both from the point of view of competency in the language they teach and from the point of view of proficiency in communicating their knowledge to the students. A statistical proof of this has already been given in Chapter II of this report when discussing the testing

program. A study of the results of the MLA Proficiency Test for Teachers given to institute participants before and after the institute indicated that a remarkable increase in proficiency in the language had been achieved. In addition to this there are also the courses in professional preparation, applied linguistics, and culture and civilization, all of which would add immensely to the efficiency of any language teacher.

While the situation to be brought about is one where the colleges, universities, and teacher training institutions do such an efficient job that institutes are not necessary, it has been demonstrated in the United States that the institutes have been very much needed and are still needed. The same situation is true in Canada. Indeed, in Canada we have an even greater need, when one considers the two national languages of the country. It is somewhat ironic that "monolingual America" is the first American nation to have taken such dramatic steps in second language acquisition.

As a result of the increase in qualified teachers, more schools in the United States are now offering courses in modern languages than they did in 1958 and they are teaching them for a longer period of time. In some schools instruction is now offered in second and third foreign languages. Perhaps more important than any of these is the fact that the quality of language instruction has been improved, and the objectives of language study are being revamped. To achieve these new aims, new methods are being devised. As the first chapter of this report has attempted to demonstrate, the overall effect of the NDEA Act is much wider in scope than the Language Institute Program alone. It would be naive to imagine that the

renaissance in the teaching of foreign languages and which has been taking place for the last eight years in the United States is due exclusively to the Language Institute Program. Rather the Institute Program is one of the most vital parts of it and certainly one of its most widely publicized aspects. The Institute Program alone, however, would have been quite impossible without the support provided under the other titles of the NDEA Act. Who can conceive of an institute to train teachers in new methods, if no textbooks existed to implement these methods on a secondary and elementary level? It should therefore be remembered that the widely publicized A-LM materials were prepared under a U. S. Office of Education contract.

Of what benefit would institute training be a teacher if that teacher were to be thrown to the wolves (read "School Boards") without the benefit of moral support, guidance and information from a State Language Supervisor, and a Supervisor within the school district itself? While the idea of the State Language Supervisor was not invented by the Federal Office of Education, under the NDEA salaries of Supervisors are paid on a matching grant basis between federal and state governments and it is this formula which has persuaded most States to appoint Supervisors.

The language laboratory installations which have so dramatically increased in the secondary schools of the country during the NDEA era are also there largely due to yet another title of the NDEA. One could list many effects of the Act upon modern foreign languages. The research programs, the development of standardized tests, the fellowships for study and the preparation of special textbook materials all contribute

as significantly as does the Institute Program to the renaissance in language instruction in the United States of America.

Indeed the institute program is a clearing house where all of the new ideas, teaching aids, textbooks, and research findings are presented to the person who can put them to best use--the language teacher. As such, institutes are the vital link which has allowed an ideal to be put into practice.

CHAPTER IV

LANGUAGE DEVELOPMENT IN THE UNITED STATES AS A MODEL FOR CANADA

The three preceding chapters of this report have attempted to present the nature and scope of the National Defense Education Act in general and of the Language Institute Program in particular. The writer wishes to restate here his belief in the success of this program and his approval of the aims and organization of the Language Institute Program as well as of the other ways in which the NDEA has aided language teaching in the United States.

The Need for a Canadian NDEA:

At a special Seminar on the teaching of modern languages which the Canadian Teacher's Federation convened in Ottawa in the fall of 1963, one of the questions debated was: "What needs to be done about texts, testing and teacher training?" The recommendations which were made read like a plea for a Canadian NDEA.⁽¹⁾

They requested better textbooks:

- (1) texts consistent with the audio-lingual approach and with a Canadian background;
- (2) materials which are designed for a long well-articulated sequence in the foreign language, to prevent beginning again every two or three years.

They also requested improved teacher training:

- (1) improved courses in language and professional preparation in the teacher's colleges of the country.
- (2) SUMMER TRAINING IN SCHOOLS WHERE THE DIRECT METHOD IS USED
- (3) certification of teachers in subject areas with oral

(1) Teaching Modern Languages, a seminar report prepared by the Canadian Teacher's Federation, Ottawa, 1963, pp. 165-168.

examinations being necessary to certify language teachers

- (4) opportunity in teacher training colleges for students to practise using mechanical teaching aids
- (5) supervision should be provided for language teachers.

Many of our teachers felt the need to modify their techniques and programs, but they lacked the tremendous encouragement of a legislation like the National Defense Education Act. The result has been that in Canada dissemination of the ideas has not been organized as expeditiously as it has been in the United States. In some fields, bilingualism for example, there are Canadians (Wallace Lambert at McGill) who have an international reputation. In Canada however the dissemination of these new ideas has not been carried out as efficiently as in the United States, since there are no Canadian language organizations, neither from the point of view of language teaching nor of applied linguistics, with the resources of their American counterparts.

Effect of the NDEA in Canada

As a Canadian and a language teacher the writer has cause to be personally grateful to this American venture, having had the privilege to observe in a country so near at hand this renaissance in his own field.

The influence of this American experience has made itself felt in Canada. The communication of new ideas in language teaching has not stopped at the geographic borders. The audio-lingual method, the impact of applied linguistics, the rejection of the policy established by the 1922 Carnegie Report which reduced foreign language teaching to only two of the four basic language skills--all of these things have been experienced in Canada by some language teachers almost as soon as they were felt

in the United States.

Many Canadian language teachers belong to American professional organizations such as the Modern Language Association of America, The American Council of Teachers of French or The Linguistic Society of America. Through these organizations and their publications like PMLA and The French Review, language teachers are kept informed of new developments in their field in the United States. The author suspects however that only those persons interested in language in university modern language departments bother to keep abreast of this; the littérateurs maintain a lofty silence here. But even for those who wished to ignore what was going on south of the border, the impact of new materials soon obliged them to take a hard look. The American textbooks in the A-LM series and the Holt-Rinehart series found their way into Canadian hands almost immediately after publication and were soon being used in Canadian schools and universities. Therefore both by the communication of ideas and by the impact of printed material the NDEA experience is being felt in Canada.

The Needs of Language Learning in Canada and the United States:
a Comparison.

To state that the NDEA Language Institute Program was effective with respect to its aims in the United States, or to agree that the aims of this program might well have been the aims for a similar program in Canada, does not imply however that the institutes as they are established in the United States would be immediately adaptable for Canadian purposes. A language institute program would have to respond to a different set of needs in each country. The United States is an officially monolingual country whereas Canada is officially bilingual; therefore, the United States is interested

in promoting the teaching of foreign languages in general, whereas in Canada we are particularly interested in a French-English bilingualism.

Furthermore there does not now exist in Canada any kind of federal machinery like that which administers the National Defense Education Act in the United States. In the United States the NDEA program is administered through the federal Office of Education for which there is no Canadian counterpart. Rumours have been circulating concerning the possibility of establishing in Canada, in the Office of the Secretary of State, a central agency through which federal funds to aid education would be channeled. It is not in the scope of this report to speculate upon such possibilities but such a move would make possible the establishment of a federal office for the promotion, organization, and implementation of a language development program.

In the United States the Modern Foreign Language Institutes were designed essentially to promote the acquisition of modern foreign languages by Americans. The method taken to effect this was through the school system and consequently teachers had to be trained to do this work effectively. The result was the language institutes. In the United States, with the exception of institutes such as the Franco-American one, all language institutes are designed to promote the acquisition of foreign languages by a monolingual population. In Canada, if we make abstraction for the moment of those linguistic groups which are neither English nor French speaking, then we have a population which can be divided into three basic categories:

- (1) the English-speaking unilingual group;
- (2) the French-speaking unilingual group;
- (3) the bilingual (English-French) group.

If we add to these the minority linguistic groups such as the Ukrainians in the West, then it would be conceivable that one might wish to establish institutes for the unofficial languages where this seemed to be advisable in view of local situations.

Institutes for Linguistic Minorities

This would mean the establishment of institutes in foreign languages in those parts of Canada where there are large linguistic communities other than English or French. Creating institutes for the training of teachers of other languages might also be a reasonable thing to do in view of the large ethnic groups in many regions of our country.

The 1965 Northeast Conference Report on Foreign Language Teaching stated what seems to have become the official American attitude that ethnic minorities should be exploited as a source of bilingual Americans, and in particular of foreign language teachers. They also stress the necessity to allow every child in such ethnic groups to develop a high degree of literacy in his mother tongue, for his own sake and in the national interest.⁽¹⁾

The writer has decided, in view of the body sponsoring this report, that his recommendations will concern only the development of the two national languages.

Professional Involvement in Language Development

One of the most important features of any institute organization which would be attempted in this country, in the opinion of the writer, is that there be an involvement on the part of the modern foreign language teaching profession in Canada in the organization

⁽¹⁾ Foreign Language Teaching: Challenges to the Profession, "The Challenge of Bilingualism," A Report on the Northeast Conference on the Teaching of Foreign Languages, Princeton, 1965, p. 94.

of institutes. This is the opinion of Dr. Kenneth Mildenberger, former Head of the Language Development Branch of the U. S. Office of Education from 1958 to 1965 and also that of Professor Robert Paris, Director of the St. Anselm's Institute in Manchester, New Hampshire. The same idea was expressed to the writer by Dr. Donald Walsh former co-ordinator of the evaluation teams which examined the NDEA Language Institutes in the summers of 1963, 1964 and 1965.

Dr. Mildenberger emphasized the importance of his experience with the MLA previous to going to Washington in 1958 as Director of Language Development. For the five years prior to 1958 he had been with the Modern Language Association in New York as Head of their Foreign Language Development Program. In this capacity he had worked closely with members of the foreign language teaching profession on major issues in foreign language teaching. From this collaboration there emerged a consensus of opinion on important foreign language problems of the day. With this consensus as a working basis, Dr. Mildenberger was able to act immediately upon beginning his duties in Washington.

In Canada while there has been much discussion over the past decade among Canadian language teachers and in Canadian educational circles in general on the problems of second language acquisition. The writer has seen no evidence of a real consensus on the question. The problem of how to get on with the job in Canada is complicated by the "two nations warring in the bosom of a single state."

What the American experience should bring home to us is that language acquisition is not merely a question of national interest but is one which also involves considerations of general cultural attainment and broadening of intellectual horizons. Thus, seen as a means to achieving the "Great Society," the creation by government of a policy and program for language development in Canada would be most appropriate for a nation with one of the highest standards of living in the world.

Recommendation 1:

That a national office be established to plan, organize, and act as liaison for a series of language institutes to be held in different geographic regions of the country, and to act as a steering committee on language development in Canada. Under present federal organization it is suggested that such an office might be located in an existing government ministry such as Manpower from which the present federal grants for technical education come. Alternatively, it might be located within the structure of an organization like the Association of Colleges and Universities.

Personnel

The person in charge of any national language development program should be one who has a good understanding of the state of modern foreign language teaching in the country and who is respected by the profession at large. When Kenneth Mildenberger and William Riley Parker went to Washington to work for the NDEA, their work with the MLA's foreign language program had made them the leading spokesmen for the foreign language teaching. They were generally trusted and respected by members of the profession. This is the sort of person who should head a Canadian language development

office. Dr. Mildenberger felt it was important that any Canadian Language Development program be headed by a single unit of individuals located in the same headquarters where contact and exchange of ideas would be easy. He also stressed the importance of personnel being from the foreign language teaching profession even if they were only to leave the professional community for a year or so. While this would mean frequent staff changes in the federal office it would also provide a constantly renewed contact between the profession and the language development organization. With respect to the numbers of personnel such a program would require, the American Office of Education has maintained a program of 70-80 institutes operated by four professionals and a number of research assistants and two typists.

Recommendation 2:

That at the outset, the National Office for Language Development be staffed by two bilingual members of the Canadian language teaching profession with two bilingual research assistants and one bilingual secretary.

The Creation of Institutes in Canada

Dr. Mildenberger, as well as several other people with whom the writer has spoken, recommends that despite the national urgency in Canada, any institute program should begin on a small scale at first, that it then be analyzed intensively and developed carefully. In this way the Language Institute Program will be able to be shaped to the needs of the country, will avoid excessive expenditure with small return and will, in the long run, create a much more favourable impression among the profession as well as among the general public.

The Language Institutes in Relation to Existing Summer Language Schools

It is also important that any development of language institutes take into account the existence of summer language programs in the country at the present time. A number of these summer language schools already have in them many institute features. Generally speaking, however, the ratio of staff to students, which is one of the secrets of success in the American institute program, is not as high in these Canadian Summer schools. Moreover, as a general rule the type of program offered and the overall planning behind the school is in most cases much more traditional than one finds in an American Institute Program. Furthermore, the programs are not specifically designed for teachers but rather are open to anyone interested. Generally speaking too the schools are not coded in the sense that they accept students of widely varying backgrounds and qualifications.

It would probably be important to involve some of the people with experience in these summer language schools in any Canadian institute program, since they constitute that body of people who have been interested enough to attempt to solve by themselves the problems of second language development. For the past year and a half now the Directors of these summer language schools have met several times in Ottawa convened by the Association of Universities and Colleges of Canada through whom they have been receiving certain grants in the summers of 1965 and 1966. The money for these grants has come from the Canadian Centennial Commission and it is rumoured that increased grants may be given to these schools in the future.

A study of summer language school facilities was undertaken in the summer of 1965 for the Association of Universities and Colleges by Professors John Harney and Charles Parent. The results of their study should now be available.

The American experience was that existing summer language schools, however good, should not be subsidized and converted into institutes. Thus it was that the well-known Middlebury School did not become an NDEA Institute, although Dr. Freeman, the Head of the Middlebury Language School, did head the team of evaluators which studied the institute operation in its first two summers.

Present Canadian summer schools in second language learning tend to organize the schools so that students are living in a milieu where the language they are using is spoken. Exceptions to this are Laval and the University of Montreal. It is felt that placing the students in the milieu where the language is spoken is an excellent thing for intermediate and advanced students. However, for students with an elementary command of the language, a "domestic" institute would perhaps be advisable before sending him to the area where the native language is spoken. The writer states this from nine years of experience as the Director of a Second Language school. Here he has noted the futility of people with minimal qualifications in English coming to the English milieu in the vain hope that they will be able to speak the language during the six weeks while they are there. Hence the recommendation for a first-level institute in the home area to be followed up later by a second-level institute in an

area where the target language is spoken.

Recommendation 3:

That in the first summer following the opening of a National Office for Language Development, eight pilot institutes be operated as follows:

- (1) One in British Columbia for 50 secondary teachers of French as a second language with minimal-fair qualifications;
- (2) One in the Prairie Provinces for 50 teachers of English as a second language;
- (3) Two in Quebec--one for 50 elementary teachers of French as a second language and one for 50 elementary teachers of English as a second language;
- (4) One in Ontario for 50 secondary teachers of English as a second language;
- (5) One in the Maritimes for 50 secondary teachers of French as a second language;
- (6) One special institute on the challenge of bilingualism in the schools for teachers of bilingual students whose native language is French;
- (7) One special institute on the methods and goals of teaching French as a second language in Canada for teachers from the colleges, universities and teacher training institutes.

Advisory Board on Language Development

For a Language Institute Program in Canada to be truly effective, it would have to ensure that each Institute's program would be organized in view of the needs of the teachers. In order to ensure a good program it would be important to follow the example of the American institutes and have a national curriculum. Such a curriculum would not need to be extremely rigid but it would need to establish general guide lines for the organization

of the formal and informal program at institutes. It would also be specific on the aims of the institutes, while leaving a certain measure of freedom to the different Directors in the implementation of these aims. It would be important that any such national curriculum should be established by a body appointed for this purpose from the secondary and university teaching profession. Once again here is an opportunity for the language teaching groups in Canada to realize that the success of the institutes depends upon them and is, in the final analysis, the responsibility of the language teaching profession rather than that of a federal office.

Recommendation 4:

That one of the first acts of the Office of Language Development would be to see to the appointment of an advisory board of people respected professionally in language teaching. The duties of this board, which would be composed of representatives from the university, college and secondary levels of education, would be to:

- (1) help develop a national curriculum for institutes;
- (2) select those institutions which will be awarded institutes on the basis of the proposals which the different institutions will have submitted.

Canadian Standards for the Language Teaching Profession

The advisory board mentioned in Recommendation 4 and the Office of Language Development mentioned in Recommendation 1 would also be able to see to the drawing up of a list of qualifications for second language teachers. Possibly they could adopt for Canadian use the list presently established by the American Modern Language Association which has provided

the basis for the Proficiency Tests for Language Teachers. The writer has already seen a set of criteria now in use in our Federal Civil Service to ascertain proficiency in the second language according to ability in writing, reading comprehension, speaking and listening. These criteria were very similar to those used in the United States and found in Appendix VI of this report.

Having established such a set of criteria, the Office of Language Development would submit this to associations such as the Canadian Teachers' Federation, the Association des professeurs de français des universités canadiennes, the Canadian Association of Hispanists, and the Specialist Councils or Committees of language teachers in the different provinces. These professional organizations would then make any changes necessary and from this, there would be established a consensus among language teachers in the country concerning qualifications for the profession. Such a consensus concerning qualifications would be important in any attempt to upgrade the skills of language teachers, to improve the quality of language teaching, or to give to language teachers in Canada that professional awareness and pride which so often accompanies significant achievement.

Recommendation 5:

That the Office of Language Development, in co-operation with the language teaching profession in Canada, establish a list of professional qualifications for language teachers, which would then be circulated and promoted among individuals and organizations involved in the training, certifying, or hiring of language teachers.

Testing of Second Language Teachers for Proficiency and Certification

The MLA Proficiency Tests which were developed with funds from the NDEA research program could be used very well for teachers of French in this country. TOEFL (Testing of English as a Foreign Language. See p. 41 of this report) is a program now in full expansion and at present offers a testing program to determine proficiency. Both these testing programs could be either adopted or adapted for Canadian needs, but would need some agency to disseminate information concerning the tests and to promote their use among professional teaching organizations and provincial departments of education as the criteria of teacher certification. Once and for all let us do an objective assessment of teacher competence in language teaching. Such an assessment will set goals of achievement for language teachers and will allow communities to organize their curricula in view of their possibilities without losing sight of an ultimate goal.

Recommendation 6:

That the Office of Language Development establish a program of testing to ascertain teacher competence in English and French as second languages and that these tests become a means of establishing standards for the language teaching profession.

A Scholarship Program for Second Language Teachers

One of the obvious NDEA projects which Canada needs to undertake is a scholarship program to train second language teachers of English and French. Such a program would aim to make them more knowledgeable about the methodology and professional needs of their discipline and more proficient in the

language they teach. In the United States these aims have been achieved in part by the fellowship program (see pages 11 and 23 of this report). In Canada, these grants could be administered by the Canada Council and would have a value equivalent to that of the present pre-doctoral fellowships in the humanities and social sciences. Fifty would be awarded annually and would be renewable for a period up to two years upon re-application. Several senior fellowships similar to those now awarded in the humanities and social sciences would also be available to allow older members of the profession now holding key positions in schools and colleges to leave their posts for a period of one or two years. The candidates should be directed towards training in those schools of North America and Europe which have good programs in second language teaching. For English as a second language, one thinks immediately of schools such as Brown, Columbia, Georgetown, Michigan, New York University, Texas, U.C.L.A., and of course Canadian schools like Laval (See Recommendation 8).

Recommendation 7:

That the government be requested to appropriate money for a program of scholarships to be awarded through the Canada Council for teachers now in the field of second language teaching or preparing to enter it.

Language Centres Program

It is also important that here in this country centres be established which are able to train first-rate teachers of English and French as a second language. At these centres research programs should be subsidized, experimental teaching

programs should be established and top-calibre faculty should be retained. From such centres knowledge and assistance could be provided to other areas of the country. It would also have as one of its most important tasks the operation of a one-year teacher training program on the graduate school level for the most promising younger language teachers.

Recommendation 8:

That the Office of Language Development be authorized to organize, initially, two one-year institutes: one for French as a second language in a French-Canadian centre and one for English as a second language in an English-Canadian centre.

A contract involving federal subsidization of the institutions chosen for the centres would be awarded to ensure that by supplementing its existing facilities, the institution could acquire those human and material resources necessary to the implementation of institute goals.

Scholarships and Stipends for Institute Students

In the United States stipends are paid to Institute students in order to ensure that financial reasons do not prevent anyone from attending an institute. There is also a psychological advantage in the payment of stipends since the money represents a payment for performance; therefore students feel a sense of purpose in an institute program which is often lacking in a regular summer school. It is the author's feeling that regular stipends on a weekly basis with an allocation for dependents should be offered as an inducement to teachers to take the Institute training. College majors who are about to enter the teaching profession should also qualify for stipends.

For other categories of students, scholarships should be given to allow them to attend those summer language schools which are now in existence. Recommendations for this type of scholarship program will probably be found in the Hearney-Parent report.⁽¹⁾

Recommendation 9:

That students attending the language institutes shall be teachers in service, trainers of teachers, and teachers in preparation;

that such students shall receive a weekly stipend of not less than \$75 per week and an additional \$15 per week per dependent;

that other categories of students interested in second language acquisition be given a scholarship to attend one of the summer language schools already in operation throughout the country, the amount of said scholarship to be determined by the Office of Language Development.

The Organization of Canadian Institutes

In the foregoing three chapters, the author has attempted to provide an extensive analysis of the operation of the Language Institute Program in the United States. This, with the reservations and provisos that have been specified therein, is intended to serve as a guide for language institutes in Canada. It would be the responsibility of the co-directors of the Office of Language Development to establish the Canadian Institute Program, therefore no detailed recommendations on this subject are included here. Nevertheless, the writer feels that several features of

(1) University Summer Schools of Oral French and English, Project #93, NCCUC-CUF, Undertaken in the summer of 1965.

the American program which might otherwise be overlooked should be stated. It is felt that they will be important factors of success in any Canadian Institute Program.

Recommendation 10:

That in the establishing of a Canadian Institute Program the basic features of the American system be imitated. Of particular importance are:

- (1) that a staff-student ratio of one to three be maintained;
- (2) that the operation of both summer and full-year institutes be systematically evaluated by contract between the Office of Language Development and professional language associations or individuals;
- (3) that in the first institutes which shall be established some of the staff in each institute shall be chosen from qualified American personnel with Language Institute experience in their country and that some of the evaluators of the first Canadian institutes likewise be Americans experienced in the Institute program;
- (4) that contracts from the Office of Language Development with individual institutions should not follow the American policy of being renewed every year--rather they should be awarded for a minimum of two summers (or years in the case of year institutes) and for three years if the institution is excellently well-equipped to do this work;
- (5) that academic credit for institute work be granted at the discretion of the institution where the institute is held, and that the Office of Language Development

attach no importance to credit being given to teachers for institute work.

Grants for Capital Expenditure

It would be vain to establish institutes for the training of teachers in modern effective methods of second language teaching, which would obviously include the effective use of mechanical teaching aids, such as language laboratories, overhead projectors, filmstrips, films, etc., and not have these teaching aids available in the schools where the teachers meet their classes. To remedy this situation the government should give grants in aid to the Provincial Departments of Education in the country for language teaching as they have already done so extensively and so effectively with technical education. Surely it is as important that the language teacher be able to have access to a language laboratory as it is for the science teacher or the industrial teacher to have their laboratories. The writer states this realizing that the proper utilization of language laboratories is something that must still be taught to most of the teachers now in service since their own teacher training on this will have only included the briefest, if any, instruction.

Recommendation 11:

That the federal government make available through the Office of Language Development grants for the construction of language laboratories in the secondary schools and teacher training institutions throughout the country. These grants will be on a shared cost basis--50% federal and 50% provincial.

Research Program

It is obvious that on the basis of the American experience a research program is essential to any systematic development of language resources in a country. Research would be undertaken on the methods of second language teaching and the application of these methods to the Canadian setting and also to ensure the preparation of suitable material for Canadian schools on the elementary and secondary levels.

Recommendation 12:

That the Office of Language Development appoint a Director of Research to co-ordinate and initiate research in Canada into those aspects of language development in the country which are most in the national interest and in the interest of the discipline of language teaching.

Documents and Statistics Centre

It is important that a national home for language teaching be established. By this is intended a centre where information could be obtained on research and its application, materials and their use, the possibilities of federal aid, the possibilities of local aid, lists of resource people for workshops, and lectures, etc.-- in short, all information useful for language teachers. It is also important that a serious attempt be made to compile and make available to the profession accurate and current statistics on language development in the country. It is hoped that the Office of Language Development might function as such a centre.

Recommendation 13:

That the Office of Language Development function as a document

and statistics centre for all phase. of second language development in the country.

Conclusions

It is the writer's opinion that the implementation of these recommendations would channel the energy now being put into second language development in Canada into much more constructive channels and provide a more efficient system for developing this most important aspect of Canadian national life.

Perhaps the main problems to be envisaged are how to finance the program nationally and how to deal effectively with the deep-seated traditionally-minded establishment in the field of language teaching. It is with a view to the latter question that the writer has recommended the establishment of an institute for the personnel of colleges, universities and teacher training institutions.

With respect to the financing of the program, it is hoped that any federal government would be so aware of the need for such a program in bicultural Canada that they would be willing to assume the financial burden involved. Perhaps for some aspects of it, foundation support should not be overlooked. The Ford Foundation, whose grants established the Centre for Applied Linguistics is particularly interested in the teaching of English as a second language. The Rockefeller Foundation from 1952 to 1958 gave considerable support to the Foreign Language Program of the Modern Language Association of America, and the Carnegie Foundation was the supporting body for the early and extensive study of language teaching in North America at the end of the first quarter of the century. It is possible

that any or all of these foundations could be interested in supporting other projects in a field where they have already shown interest.

Although quite conversant with most of the difficulties implied by the recommendations in this report, the author feels very strongly that if a significant number of Canadians are to become sufficiently proficient in the other national language of our country and if our government is to offer to its people the possibilities of cultural enrichment offered to citizens in societies as affluent as ours, then there is no possible refusal of these or similar recommendations unless the government merely abdicates its clearly indicated responsibility.

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APPENDIX I

MEMORANDUM OF AGREEMENT

between the

ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

and

Professor R. Whalen
University of New Brunswick
of the City of Fredericton
in the Province of New Brunswick

1. Subject of Study: The National Defence Modern Foreign Language Institutes in the United States to determine their structure and administration, to assess the effectiveness of this programme in terms of its objectives and to consider it as a possible model for second language institutes in Canada. Institutes to be visited:

1. St. Anselm's College, Manchester, New Hampshire,
level 2 institute for 65 elementary and
secondary school teachers of French.
2. Assumption College, Worcester, Mass.,
40 Franco-American elementary and secondary
school teachers of French.
3. University of Maine, Orono, Maine,
48 secondary school teachers of French.
4. Columbia University, Teacher's College, New York,
60 elementary and secondary school teachers of
English as a foreign language.

2. Contents of Study: The study will be based on a detailed outline which is at present in the process of preparation. This outline when signed by one of the Co-Chairmen or one of the Co-Secretaries of the Commission will become a part of this agreement. Any change in the content of the study would require concurrence of one of the Co-Chairmen or one of the Co-Secretaries and the Director of Research in writing.

3. Time Devoted to Study: It is agreed that the staff will work on both a full-time and part-time basis on the study until its completion. The date of completion will be, at the latest, February 28, 1966.

4. Acceptance of Study: On completion of the draft study the manuscript will be reviewed by the Commission. If the study is in accordance with the outline and of the professional quality contracted for, the Commission will indicate the acceptance of the study. If the study is not accepted because it is not in accordance with the outline or because it does not meet standards of professional quality, the necessary modifications will be made as part of this contract.

5. Ownership of the Study: The study will become the property of the Crown to be used as the Royal Commission may direct, according to publication rights as set forth in Annex II of the memorandum of agreement.
6. Report: The final report must be submitted in forty-five (45) copies.
7. Report of Expenses: The accounting of expenses must be submitted along with the final report; attached is a sample copy of expense form.
8. Presentation of Final Report: The author agrees to prepare his final report in accordance with the guidelines attached hereto.

Ottawa,

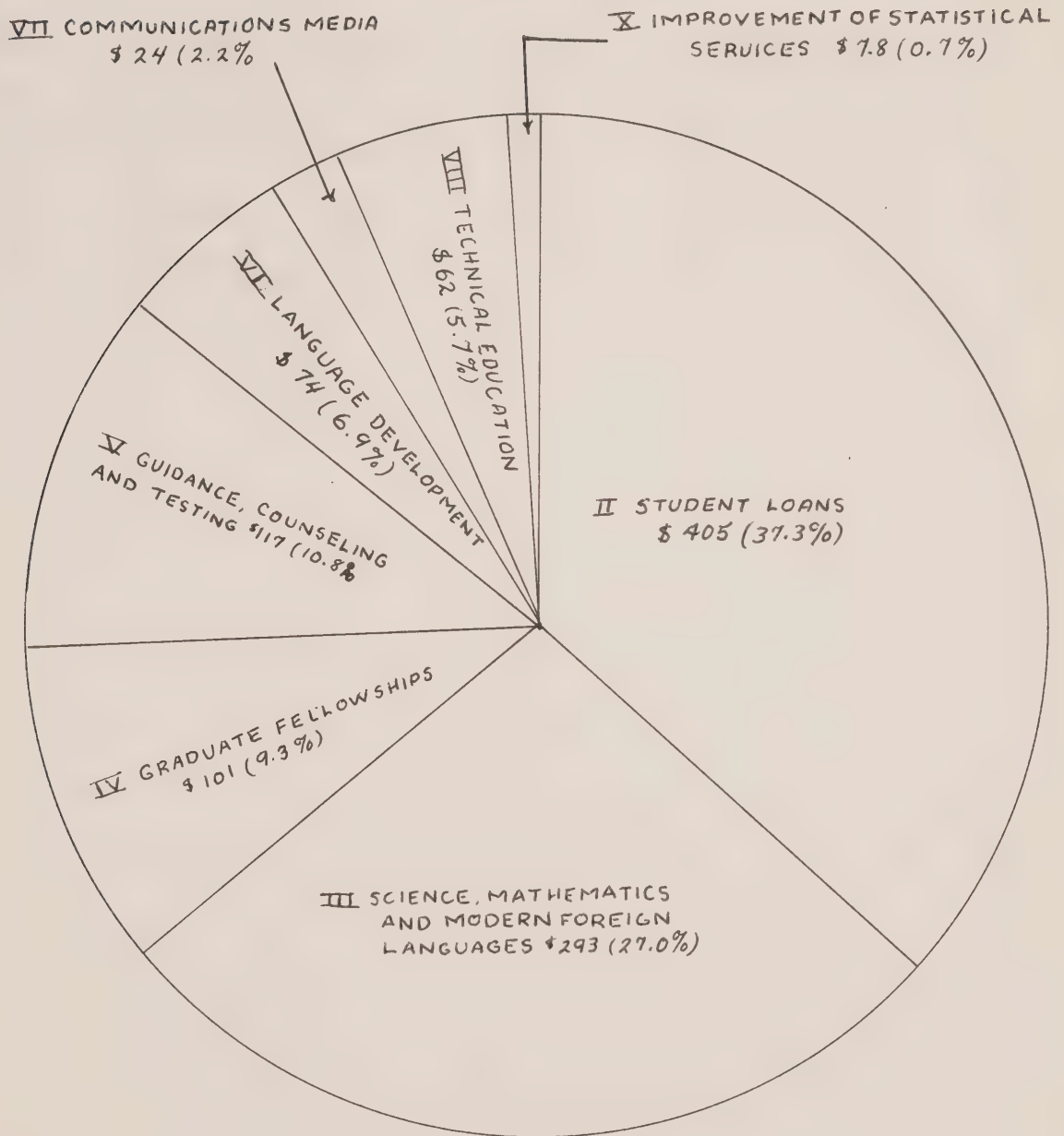
January 11, 1966.

Signed.....
(A. N. Morrison)
for Royal Commission on
Bilingualism and Biculturalism

.....
(Robert Whalen)
Signed

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Appendix 1a

FEDERAL OBLIGATIONS UNDER NDEA, FISCAL YEARS 1959 - 1964.
(Millions of Dollars)



TOTAL \$1,084

Appendix II

FL ENROLLMENT IN AMERICAN PUBLIC SECONDARY SCHOOLS 1915-1949

Year	Total H.S. enrollment	% Latin	% Modern languages	% French	% German	% Spanish
1915	1,328,984	37.3	35.9	8.8	24.4	2.7
1922	2,230,000	27.5	27.4	15.5	.6	11.3
1928	3,354,473	22.0	25.2	14.0	1.8	9.4
1934	5,620,625	16.0	19.5	10.9	2.4	6.2
1949	5,399,452	7.8	13.7	4.7	.8	8.2

Appendix III

MFL Applications by Categories

for Fiscal Year 1964

State of Washington

		No. Purch.
Language Laboratories	\$ 134,265.01	30
Tape Recorders	42,982.41	248
Record Players	14,400.00	155
Television Sets	55,670.63	424
Foreign Language Tapes	9,303.21	
Blank Tape	3,220.96	
Films and Filmstrips	23,999.67	
Maps, Magazines, Pictures, etc.	2,643.79	
Books	4,434.26	
Misc. (carts, mikes, etc., etc.)	11,818.81	
Records	3,139.88	
Projectors	13,146.55	32
Special Typewriters	1,347.55	10

APPENDIX IV

QUALIFICATIONS FOR STATE FOREIGN LANGUAGE SUPERVISORS

1. A Master's degree with a major or the equivalent of a major in a foreign language.
2. A fluent speaking knowledge of at least one foreign language.
3. A mature knowledge of the foreign culture, preferably with a recent experience in the foreign country.
4. At least five years successful experience teaching a foreign language, including experience in elementary and/or secondary school.
5. Some experience and prestige in teachers' organizations and committees on curriculum planning.
6. The ability to assist teachers in the State with information and advice on specific foreign language matters, such as teaching materials for elementary and secondary modern foreign languages, the aural-oral presentation of language material in the class, drill techniques, the effective utilization of audio-visual equipment and materials for language practice; and to assume responsibility for leadership in workshops, local institutes, class demonstrations, and personal and group conferences.

OE 4011 (REV. 10-64)

Appendix 'V -- Page 1
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. BEH 394
 APPROVAL EXPIRES 02/30/65

BUDGET AND FINANCIAL REPORT, TITLE - NDEA Title XI

PLEASE COMPLETE THE FOLLOWING FORM AND RETURN TO OFFICE OF EDUCATION DIVISION OF COLLEGE AND UNIVERSITY ASSISTANCE WASHINGTON, D.C. 20202		TYPE OF INSTITUTE (Check appropriate box)		
NAME AND ADDRESS OF INSTITUTION <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		<input checked="" type="checkbox"/> FOREIGN LANGUAGE <input type="checkbox"/> READING <input type="checkbox"/> ENGLISH-AS-A-SECOND LANGUAGE <input type="checkbox"/> DISADVANTAGED YOUTHS <input type="checkbox"/> SCHOOL LIBRARIAN <input type="checkbox"/> GEOGRAPHY <input type="checkbox"/> EDUCATIONAL MEDIA SPECIALIST <input type="checkbox"/> HISTORY		
CONTRACT NUMBER <div style="border: 1px solid black; height: 15px; width: 100%;"></div>				
A STIPEND SUPPORT		BUDGETED	EXPENDED	BALANCE
1	<u>48</u> Participants	\$25,200.	\$	\$
2	<u>55</u> Dependents	5,775.		
3	(Sum of lines 1 + 2) TOTAL STIPEND SUPPORT:	30,975.		
B DIRECT COSTS				
Administrative staff salaries				
4	Director	5,463.		
5	Associate (or assistant) director	2,475.		
6	Secretarial and clerical	2,575.		
Instructional staff services - number				
7	<u>3</u> Instructors - local	4,833.		
8	<u>5</u> Instructors - visiting	10,194.		
9	<u>1</u> Laboratory assistants (if applicable)	1,144.		
10	<u>4</u> Other instructional assistants	4,520.		
11	<u>3</u> Lecturers	300.		
12	(Sum of lines 4 thru 11) SUBTOTAL FOR SALARIES:	31,504.		
Other direct costs				
13	Employee services & benefits	1,320.		
14	Travel - visiting staff	1,053.		
15	Travel - other	141.		
16	Office supplies, reproduction and publicity	400.		
17	Communications	400.		
18	Instructional supplies, etc.	2,096.		
19	Required fees	480.		
20	Equipment rental (if any)	0,000.		
21	(Sum of lines 13 thru 20) SUBTOTAL FOR OTHER DIRECT COSTS:	5,980.		
22	(Sum of lines 12 thru 21) TOTAL DIRECT COSTS:	37,484.		
C INDIRECT COSTS				
23	TOTAL INDIRECT COSTS:	9,371.		
24	(Sum of lines 3 + 22 + 23) GRAND TOTAL:	\$77,830.	\$	\$

NAME OF DIRECTOR (Please type)

SIGNATURE OF DIRECTOR

DATE SIGNED

NAME AND TITLE OF FINANCIAL OFFICER (Please type)

SIGNATURE OF FINANCIAL OFFICER

DATE SIGNED

Salaries for the Foreign Language Institute (7 weeks plus one week for orientation and evaluation) are calculated on the basis of 2/9 of the regular, 36-week academic-year salary which has been indicated in the parenthesis after each name. In the case of some visiting staff, an asterisk has been added to indicate that the salary is an approximate equivalent. In some instances increments have been added as noted.

B-4	Director, -----, Associate Professor (\$9,450)	
	One-half released for Spring semester (Feb.1-June 15)	
	i.e., one-fourth of above salary.....	\$2,363.
	Administrative increment (\$50 x 4½ months).....	225.
	Full-time, Institute term plus 3 weeks (10 weeks)....	2,625.
	Administrative increment (\$100 x 2½ months).....	250.
	Total	<u>\$5,463.</u>

B-5 Associate Director, -----, Associate Professor
(\$9,950 x 2/9 + housing allowance \$264.)..... 2,475

B-6	Secretary, Jan. 1 - Sept. 8 (35 weeks @ \$65 per week)	2,275.
	Part-time typist, 250 hours @ \$1.20 per hour.....	300.

B-7 Instructors - local
 -----, Instructor (\$6,000.).
 Mrs. -----, on the basis of 2/9 of her University
 salary (\$6,000.) would receive \$1,333. However, Mrs.
 ----- was hired as a visiting instructor for the
 1964 Institute at a salary of \$1,700, and subsequently
 signed a contract as Instructor in the Department of
 Foreign Languages & Classics. Consequently, she will
 receive an increment of \$467 for her additional re-
 sponsibilities and to insure a salary not less than
 last year's.
 (\$6,000. x 2/9 + 467)..... 1,800.

-----, Instructor (\$6,000.)
Mr. -----'s stipend as a Fulbright Teaching Fellow in the regular academic year is \$6,000. This stipend is not subject to income tax, social security or retirement. His base salary in the Institute is \$1,333 (\$6,000. x 2/9) + \$367 increment to provide for the above deductions and to maintain his net income at the present level..... 1,700.

-----, Part-time Instructor (\$4,800)
Mrs. ----- is employed on a part-time basis by the
University for which she is paid \$600 per course per
semester. Mrs. ----- will be employed full-time
in the Institute. Her salary is figured on the basis
of \$6,000. which is the beginning salary for
Instructors. \$6,000. x 2/9..... 1,333.

B-8 Instructors - visiting

1. 2 Instructors in culture & civilization

-----, Associate Professor

(\$8,400.* x 2/9 + a housing allowance of \$232)..... \$2,099.

-----, Associate Professor

(\$8,400.* x 2/9 + a housing allowance of \$264)..... 2,131.

2. 1 Secondary Professional Preparation and Demonstration teacher, -----, Associate Professor (\$8,400.* x 2/9 + a housing allowance of \$264)..... 2,131.

3. 1 Applied Linguist

-----, Associate Professor (\$8,700 x 2/9).... 1,933.

4. 1 Laboratory Specialist

-----, Assistant Professor, (\$8,400* x 2/9 + an increment of \$33 in order that he receive the modest raise of \$100 above his salary for the 1964 Institute, a raise which has been negotiated between the University and Mr.-----..... 1,900.

B-9 Laboratory Assistant

----- (8 weeks @ \$110 per week + a housing allowance of \$264)..... 1,144.

B-10 3 Native conversation leaders @ \$135 per week

(\$1,080 each) + 2 housing allowances at \$264 each, and one at \$232..... 4,000.

1 Full-time Institute aide (8 weeks @ \$65.)..... 520.

B-11 3 Lecturers @ \$100 each..... 300.

B-13 Employee services and benefits

A. Social security

Total salaries less B-11 (3 Lecturers)

\$31,504 x .03625..... 1,131

B. Retirement

Director's salary for Spring semester

\$2,363 x .08..... 189

Total..... 1,320.

B-14 Travel - visiting staff

Round-trip air fare, at less than first-class

-----, New York City 88

-----, New York City 88

-----, Austin, Texas 251

-----, New York City 88

-----, New York City 88

-----, New York City 88

-----, Albany, New York 65

756

Round-trip, by car, @ 7¢ per mile (estimated mileage)
 -----, Wellesley, Mass. (480 miles) \$34
 -----, Newbury, Mass. (400 miles) 28
 -----, Waterville, Me. (136 miles) 10
 \$72

Total travel.....1,053.

B-15 Travel - other

For Director to attend conference called by the USOE in
 Washington, D. C. April 2-3, 1965.

air fare	\$88	
taxi and limousine service	5	
per diem, 3 days @ \$16 per day	48	
	\$141....	141.

B-18 Expendable Laboratory materials, \$800.

MLA Tests, \$27 each x 48 1296.....2,096.

B-19 Registration fee

\$10 x 48..... 480.

Signatures:

President

Treasurer

Director

APPENDIX VI QUALIFICATIONS FOR TEACHERS OF MODERN FOREIGN LANGUAGES

Competence	Superior	Good	Minimal
Listening Comprehension	Ability to follow closely and with ease all types of standard speech, such as rapid or group conversation and mechanically transmitted speech.	Ability to understand conversation of normal tempo, lectures, and news broadcasts.	Ability to get the sense of what an educated native says when he is making a special effort to be understood and when he is speaking on a general and familiar subject.
Speaking	Ability to speak fluently approximating native speech in vocabulary, intonation, and pronunciation. Ability to exchange ideas and to be at ease in social situations.	Ability to talk with a native without making glaring mistakes, and with command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation.	Ability to read aloud and to talk on prepared topics (e.g. for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation understandable to a native.
Reading	Ability to read almost as easily as in English material of considerable difficulty.	Ability to read with immediate comprehension prose and verse of average difficulty and mature content.	Ability to grasp directly (i.e. without translating) the meaning of simple, non-technical prose, except for an occasional word.
Writing	Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.	Ability to write a simple "free composition" such as a letter, with clarity and correctness in vocabulary, idiom, and syntax.	Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations and to write a simple description or message without glaring errors.
Applied Linguistics	The "good" level of competency with additional knowledge of descriptive, comparative, and historical linguistics.	The "minimal" level of competency with additional knowledge of the development and present characteristics of the language.	Ability to apply to language teaching an understanding of the differences in the sound system, forms, and structures of the foreign language and English.

.....continued on next page

APPENDIX VI QUALIFICATIONS FOR TEACHERS OF MODERN FOREIGN LANGUAGES (Con't.)

Competence	Superior	Good	Minimal
Culture and Civilization	An enlightened understanding of the foreign people and their culture, such as is achieved through personal contact, through travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts.	The "minimal" level of competency with first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.	An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own.
Professional Preparation	A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with and evaluate new methods and techniques.	"Minimal" level of competency plus knowledge of the use of specialized techniques, such as audio-visual aids, and of the relation of language, teaching to other areas of the curriculum. Ability to evaluate the professional literature of foreign language teaching.	Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives.

Appendix VII

CODIFICATION OF MFL INSTITUTES

Code (1)--Participants should have (a) the ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays, and movies; and (b) the ability to approximate native speech in vocabulary, intonation, and pronunciation (e.g., the ability to exchange ideas and to be at ease in social situations)

Code (2)--Participants should have (a) the ability to understand conversation of average tempo, lectures, and news broadcasts; and (b) the ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express their thoughts in sustained conversation

Code (3)--Participants should have (a) the ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject; and (b) the ability to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable by a native

Code (4)--The participants' audiolingual proficiency falls below the requirements set forth in code (3) above. Their primary need is intensive training in understanding and speaking the language

A REVISED CHECKLIST FOR EVALUATING ND LANGUAGE INSTITUTIONS, 1964

Institute _____ Dates _____ Evaluator _____

This checklist is supplied as a convenience, a way of setting down immediate impressions. It should be supplemented by your handwritten notes, made on these pages or in a notebook, as memoranda for your final report. Please give an overall rating of each of the 21 divisions, and also of the subdivisions. We suggest that you use this scale: E (Excellent), G (Good), F (Fair), P (Poor), O (Not Applicable).

1. Administration: _____

- a. Efficiency: _____ b. Staff morale: _____ c. Cooperation from university authorities: _____ d. Accessibility of director's office: _____ e. Staff meetings: _____ f. Director of Associate Director for each FL: _____ g. Orientation of staff: _____ h. Supervision of informants: _____ i. Special provisions for needs of superior and inferior participants: _____ j. Special effort to meet needs of FLES participants: _____.

Comments: _____

2. Coordination: _____

- a. Relations between Director and staff: _____ b. Visiting by Director: _____ c. Cross-visiting by staff: _____ d. Staff participation in extra-curricular activities: _____ e. Handling of out-of-class assignments: _____.

Comments: _____

3. Quality of staff: _____

- a. Language skills: _____ b. Pedagogical competence: _____ c. Names of especially good ones: _____

d. Names of especially bad ones: _____

Comments: _____

Appendix VIII -- Page 2

4. Objectives Carried Out as Stated in Master Plan: _____Comments: _____
_____5. Program: _____

a. Unified and well-focused: _____ b. Participants' daily load: _____ c. Flexibility of schedule: _____ d. Homogeneous grouping of the whole group: _____ e. Homogeneous grouping of special sections: _____.

Comments: _____
_____6. Use of FL: _____

a. in classes: _____ b. in dining room: _____ c. in dormitory: _____ d. at coffee break: _____ e. during social activities: _____.

Comments: _____
_____7. Training in Speaking: _____

a. Size of conversation groups: _____ b. Amount of supervision: _____ c. Periodic shuffling of informants: _____ d. Equal opportunity to participate: _____ e. Extra help for weak participants: _____.

8. Language Lab: _____

a. Operating efficiency: _____ b. Quality of equipment: _____ c. Quality of materials used: _____ d. Use of these materials: _____ e. Monitoring: _____ f. Instruction to participants on use of lab: _____

Comments: _____
_____9. Linguistics: _____a. Relevance: _____ b. Relation to Methods Class and Practice Teaching: _____ c. Text(s) used: _____
_____Comments: _____

10. Methods Class:_____

a. Practicality:_____ b. Correlation with Linguistics and Demonstration Class:_____ c. Audio-lingual emphasis:_____ d. Orientation to current teaching materials:_____ e. Professional orientation (Parker, SLOM, Hayes, Hutchinson, Johnston, etc.):_____ f. Guidance for teaching beyond first year, including reading and writing:_____.

Comments:_____

11. Shock Language:_____

a. Relevance:_____ b. Audio-lingual stress:_____ c. Proportion of total class time:_____ d. Language used:_____.

Comments:_____

12. Demonstration Class:_____

a. Quality of teaching:_____ b. Observation by participants:_____ c. Critiques by participants:_____ d. Text used:_____.

Comments:_____

13. Practice Teaching:_____

a. Supervision:_____ b. Observation by participants:_____ c. Critique:_____.

Comments:_____

14. Culture Course:_____

a. Geared to HS teacher:_____ b. Orientation: historical_____ behavioristic_____ contrastive_____ belle-lettristic_____ contemporary_____. c. Appropriateness:_____.

Comments:_____

15. Co-curricular activities:_____

a. lectures:_____ b. films:_____ c. recreation:_____ d. tours:_____.

Comments:_____

16. Week Ends: _____

- a. Schedule of free and work week ends announced at opening session: _____
b. Planning for work week ends: _____ c. Use of FL required for work week ends: _____ d. Mid-week break with Sat. A.M. classes? _____.

Comments: _____

17. Participants' Reading and Writing Proficiency: _____

- a. Formal instruction: _____ b. Informal involvement in other instruction: _____.

Comments: _____

18. Living Arrangements: _____

- a. FL houses or dormitories: _____ b. Some staff housed in dormitories: _____
c. Distances between dormitories, dining rooms, and classes: _____ d. Adequacy of toilet and bathing facilities: _____ e. Screens: _____ f. Air conditioning: _____
g. Reading lights: _____ h. Room furnishings: _____ i. Noise level: _____.

Comments: _____

19. Food and Dining Rooms: _____

- a. Quality and variety of food: _____ b. Celerity of service: _____ c. Length of time allotted for meal: _____ d. Noise level for FL conversation: _____
e. Staff participation in conversation at table: _____ f. Sections or rooms reserved for participants' use: _____ g. Size of group at each table: _____.

Comments: _____

20. Classrooms: _____

- a. Acoustics: _____ b. Absence of exterior noise: _____ c. Lighting: _____
d. Teacher-student interaction: _____ e. Flexibility of seating arrangement: _____

Comments: _____

21. Over-all Rating (in this, please disregard the language classification levels 1 - 4 of the participants):_____.

Would you recommend that the U.S. Office of Education accept a subsequent proposal from this institution for an Institute? Yes____Perhaps____No_____.

Comment on your recommendation:

Appendix IX

Schedule for the week of July 19 - 24, 1965.

Teachers College
Columbia University

Monday July 19	Tuesday July 20	Wednesday July 21	Thursday July 22	Friday July 23	Saturday July 24
9-10 Linguistics	9-10 Linguistics	9-10 Linguistics	9-10 Linguistics	9-10 Linguistics	10-12:00
10-11 Method	10-11 Method	10-11 Method	10-11 Method	10-11 Method	Lecture, N.Y. City English as a Second Language
11-12 Seminar	11-12 Seminar	11-12 Seminar	11-12 Seminar	11-12 Seminar	Program, Miss Finocchiario, Hunter College (Elementary)
2-3 Phonetics	1-2:40 Culture lecture	P.M. Open for scheduling observations	1-3 Forum or Prof. Twadell, Material Div.	2-3 Question- answer session, Prof. Twadell	
3-4 Language	3-4 Phonetics laboratory		3-4 Language		
4-5:30 Materials lecture	4-5 Language		4-5:30 Materials workshop	2-3 Laboratory or Techniques	10-12:00 Lecture, N.Y. City English as a Second Language Program, Mrs. Coin, N.Y. Board of Education (Secondary)
			7:00 Reception for Prof. Twadell	4-5 Language	

APPENDIX X - Page 1

St. Anselm's College1965 Institute Class ScheduleSecondary ProgramWEEK OF JULY 5

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00	Breakfast 9:00-9:30 a.m.	Linguistics	Linguistics	Linguistics	Linguistics	Linguistics
8:50	FREE morning for Rest & Study ON CAMPUS	Culture/ Civilization Discussion	Culture/ Civilization Discussion	Culture/ Civilization Discussion	Culture/ Civilization Discussion	Culture/ Civilization Discussion
9:25		Methodology	Methodology	Methodology	Methodology	Lang. Lab. Techniques
10:00		Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
10:20		Demonstration/ Critique Level I	Lang. Lab. Techniques	Demonstration/ Critique Level I	Lang. Lab. Techniques	Stylistique
11:15		Stylistique	Demonstration/ Critique Level II	Stylistique	Demonstration/ Critique Level II	Phonetics
12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:50	Pattern Drills	Pattern Drills	FREE AFTERNOON FOR REST AND STUDY ON CAMPUS	Pattern Drills	Pattern Drills	Pattern Drills
2:50	Methodology	Phonetics		Phonetics	Phonetics	Methodology
3:45	Break	Break		Break	Break	Break
4:10	Culture/ Civilization	Culture/ Civilization		Culture/ Civilization	Culture/ Civilization	Culture/ Civilization
5:00	Oral Practice	Oral Practice		Oral Practice	Oral Practice	Oral Practice
5:30	Dinner	Dinner	Dinner	Dinner	Dinner	Cookout 6:00

SUNDAY: Rest and Study ON CAMPUS

MEALS: Breakfast

9:00 - 9:30 a.m.

LANG. LAB.

Dinner

1:00 - 1:30 p.m.

OPEN AS

Icebox Raid (Evening)

ANNOUNCED

APPENDIX X - Page 2

NDEA FOREIGN LANGUAGE INSTITUTE
 SAINT ANSELM'S COLLEGE
 MANCHESTER, NEW HAMPSHIRE

CO-CURRICULAR ACTIVITIES - 1965 - JULY 4 - 10

DATE	TIME	PROGRAM	LOCATION
Sunday July 4	8:30 p.m.	Soirée du 4 juillet	Lobby, Activities Center
Monday July 5	Evening	FREE for Study <u>ON CAMPUS</u>	
Tuesday July 6	8:00 p.m.	<u>OBLIGATORY LECTURE:</u> "Le français 'canuck' et le français 'parisien'-- deux mythes américains"--Elphège Roy (President, Association des Professeurs franco-américains, & Chairman, Dept. of Mod. Languages, Manchester Memorial High School)	No. Lounge, Activities Center
Wednesday July 7	8:00 p.m.	<u>OPTIONAL SHORT FILMS:</u> "Le haricot" "Hommage à Campus" etc.	Abbey Theater
Thursday July 8	Evening	FREE	
Friday July 9	8:00 p.m.	<u>DEMONSTRATION FILM & DISCUSSION:</u> "Le français fondamental"	Abbey Theater
Saturday July 10	6:00 p.m.	Cookout Evening activity to be announced	Le Foyer

